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17. ABSTRACT (MAX. 250 WORDS)

The official Board of Education philosophy of Greenburgh School District No. 8 states that the schools shall meet the needs and shall interest and challenge the abilities of each individual child within an integrated school. In order to clarify and re-emphasize these goals, the history of school desegregation and integration in this district is recounted.

The struggle for school integration is a story of more than 20 years of patient work by both white and Negro people. It began in 1931 when a Negro pastor entered the election for a school board position. Bitter opposition and threatened violence followed, but in 1932, the first Negro in New York state was elected to a school board post. The election opened for the first time an official channel of communication between Negroes and whites. In 1939, a step was taken that resulted in an entirely Negro school and a segregated school district. After the war, the district's schools were found to be substandard in almost every respect. Action to improve this situation began in 1947 with a vote of 13 to 1 by the district civic associations in favor of complete school integration. Planning, hard work, and the good will of many people made possible the transition to a racially integrated school district.

Because school integration goes deeper than seating Negro and white children side by side, a program called Project Able was begun in District 8 to identify and plan enrichment activities for underachieving, culturally deprived children. Progress in curriculum development, grouping practices, teacher training, and guidance services under Project Able are discussed.

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GREENBURGH SCHOOL DISTRICT NO. 8
WARBURG CAMPUS
Hartsdale, N.Y.

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

STATEMENT OF PHILOSOPHY

ber 11, 1963

The official Board of Education philosophy for this school system states that our schools shall meet the needs and interest and challenge the abilities of each individual child within an integrated school. This statement has been made again and again until it was assumed it was known and accepted by every employee. It appears this may have been an erroneous assumption.

There must be a common understanding and interpretation of the District philosophy if the objectives it is designed to effect are to be achieved. More important than understanding and interpretation of this philosophy is the commitment of each person to it.

Perhaps the first term to be clarified is integration. As used in the statement of philosophy this term means much more than the distribution of bodies among classes. It means that the value and worth of each individual is recognized, respected and utilized in making up the whole. It means that the individual has a positionof of self-respect and self-realization in this group. It means that the individual makes worthwhile contributions to the group and is accepted and respected by the group. It means that each individual is considered because of what he is or can be and not because of his environment. It means that the individual is not "pitied", "contained" , "suffered", or "tolerated".

Meeting the needs and interests of children is an all-inclusive statement. Each child needs to develop a self-image which is satisfying to himself and acceptable to society. Each child needs to feel that he is accepted and not rejected by his peers. Each child needs to experience successes and to be able to cope with and accept his failures. Each child needs attention to his physical well-being and an understanding of his psychological and emotional make up. The interests of children vary. Each child needs guidance and encouragement in developing a variety of interests which will contribute both to his own present and future goals and satisfaction and to his group. Some interests must be aroused, some broadened, some controlled, some redirected in terms of the child's goals in life. In some instances the establishing of individual goals must precede the development of interests.

The abilities of children differ in quality and in kinds. Many times they are latent or depressed. All qualities and kinds of abilities are to be determined, developed and challenged by the school. No one type of abilities is to be exploited at the expense of developing less obvious or latent ones. The design of curriculum, organization, activities and program must be geared in this direction.

The American Nation in playing its present and future role on the world stage must practice its doctrine of the worth of the individual and must release and utilize the talents, abilities and energies of each person if it is to gain and retain the respect and confidence of the peoples of the world and preserve its way of life at home. The philosophy of Greenburgh District No. 8 schools is in harmony with this national purpose. In meeting the needs and interests and challenging the abilities of all children we are using the broad interpretation briefly outlined above. We are assuming that each child has needs, interests and abilities which must be determined, developed and directed both for the happiness, satisfaction, productivity and success of the individual and for the benefit of our democratic society. Our measure of success in attaining this philosophy is the degree to which we succeed in aiding each child in becoming everything he is potentially capable of being.

GREENBURGH SCHOOL DISTRICT NO. 8
WARBURG CAMPUS
Hartsdale, N.Y.
August 26, 1963

EDITORIAL - REPORTER DISPATCH - November 1956 - HOW ONE COMMUNITY SOLVED ITS INTEGRATION PROBLEM

This newspaper begins publication today of a series of three articles telling how one community has solved the problem of integration in its schools. But this is not the story of a community in the South, where the United States Supreme Court's school integration decision has touched off bitterness, violence and vindictive resistance.

This is the story of a community in Westchester County. It is the story of School District 8, in the Fairview section of Greenburgh, adjoining the western edge of White Plains.

It is a story of 20 years of patient work by both white and Negro people, often against great resistance and stubborn refusal to cooperate. It is a story of human understanding and good will and a willingness to fight for the principle that every American child is entitled to an equal opportunity for an education.

To brush aside the problem of racial prejudice and bigotry as existing only in the South is to be completely unrealistic. It exists here in Westchester County, not only in School District 8 but in every other community as well.

We commend this series of articles, sensitively written by staff reporter David Balch, not only to the people in Fairview but to all other readers as well. Where there is good will there can be understanding; where there is understanding, there can be harmony and cooperation. Here is an example which other communities might well apply in areas other than the public schools.

It Happened in Greenburgh - Reporter Dispatch, White Plains, NY 11/26/56

BURNING CROSS, SHOUTING MOBS POCKMARKED SCHOOL INTEGRATION

(Editor's note: This is the first of three articles that tell for the first time how the Schools of Greenburgh District 8, once the center of strife between white and Negro, were integrated during a struggle that lasted for over two decades.) by DAVE BALCH

FAIRVIEW -

The struggle for school integration, with its bitterness, its fear and its seemingly insurmountable obstacles, is not confined to the South. It has happened here.

The burning cross once flared on a Westchester hill, and the shouts of an angry mob have echoed through a Westchester school. The ugly rumors flew from mouth to ear, and the baseless myths captured the minds of people who have never been near the Mason-Dixon line.

Men and women of courage and conviction have fought on both sides of the question - fought with open argument and civic action, the weapons of responsible citizens. Others - a few - fought with attempts at intimidation, the weapons of fear and prejudice.

Some phases of the struggle, the ugly ones, took place long ago - almost 25 years ago. Others have happened recently, so recently that those who know the story - the story of how the school of District 8

Reopened Wounds Feared

Perhaps, they say, the story will open wounds only recently healed. Maybe it will provide a rallying point for those who oppose what has been done, but so far haven't said so.

But they have told it, despite their reluctance and they have done so for a compelling reason. They believe that the story of what has happened in District 8 will be of value to other communities, both in the South and out of it, that face a similar problem.

They are not alone in this belief. One of America's leading educational authorities, familiar with school problems in every part of the nation, says that the integration program in District 8 is "outstanding," surpassing even the one in Louisville, Ky., that captured headlines through the world earlies this Fall.

District 8 lied in Greenburgh just west of White Plains. Its northern boundary is just below the Greenburgh-Mt. Pleasant line. On the west and south it reaches to Elmsford and Hartsdale. In most respects, it is like any Westchester suburb-growing fast, containing many fine homes and a thriving business section.

Negro Population 1,600

It differs from other suburbs, however, in one way. It has a large Negro community, estimated at 1,600 people, near its geographical center. The community has been here a long time - old-time residents say it got its start about 1915, when many Negro workers were brought into the county to work on the Kensico Dam. Most of them settled in Manhattan Park, a 15-block section just north of Tarrytown Road midway between Hillside Avenue and Knollwood Road.

The Negro community grew, spreading east in the Twenties over vacant land known then as the Fairgrounds, and west to the Elmsford line. By 1930, the community was sending some 200 children to the district's schools, it has been estimated.

The number was large enough to convince the Negro community that it should be represented on the Board of Education. The district entered what ultimately proved to be the first phase of its struggle over integration.

In 1931 the Rev. Louis W. Hughes, pastor of Union Baptist Church and a member of the Negro community since 1919, filed nominating petitions for a post on the school board. Bitter opposition developed almost immediately.

Authorities who have studied the roots of racial conflict say that among them oies one that grows most rapidly when whites and Negroes of an economically depressed class live close together.

Deprived of many of their basic needs - adequate food, clothing and shelter - and afflicted with inner feelings of unworthiness and failure because of their depressed status, members of both races feel discontented and hostile. These feelings find an outlet in racial conflict, authorities say. They cite this as one of its principal causes in the South.

So it was, apparently, in District 8 in the depression year of 1931. The strongest and most bitter opposition to Dr. Hughes' election developed among white working class families that had settled in and near the Manhattan Park area with the early Negro families.

Plot Rumors Arise

There were rumors that his nomination was part of a "plot to take over the district for the Negroes". It was argued that his election would cause Negroes from New York City and from other parts of Westchester to "flock into District 8". He was defeated.

He ran again in 1932. It was then that the ugliest incidents of racial conflict in the history of the district, and probably of the county, occurred. One night, a few days before the vote, Dr. Hughes' wife called him to the door of their home at 24 Manhattan Avenue where the minister lives today. She pointed to a cross burning on a hillside just north of Manhattan Park.

"There's going to be trouble," she said. "You'd better get out of that election."

The minister looked at the flaming cross and turned to his wife. "They've got one more cross to burn," he said, "one with me on it. Then I'll be out of the election."

Big Crowd Gathers

A large crowd, both Negro and white, gathered at School No. 2 on Hillside Avenue the night the election was held. No closing hour was set for the polls; they were to remain open until the Board of Education decided that the last vote had been cast. They were still open at 3 A.M. The crowd was tense.

A rumor that the election was being rigged against Dr. Hughes spread among the Negroes. They vowed that they would stay to see that he got an honest count. Someone among the white crowd shouted, "You might as well go home - he's lost it."

Half an hour later, the fire siren was heard and a car raced up to the school. "There's a big fire down in the colored section," one of its occupants cried. "You better get down and save your homes." "Let 'em burn," a Negro shouted. "We're staying." They stayed. The alarm proved to be false.

Races Separate

Clusters of people joined, forming two separate crowds, one white and one Negro. Angry voices were heard in both, and from time to time they surged menacingly toward each other. Realizing that violence was only seconds away, the board hastily closed the polls and announced the result. Dr. Hughes had won, and the Negroes, disregarding the jibes hurled at them, went home. He was the first Negro in the State to be elected to a Board of Education.

That was the end of threatened violence in the district, but the struggle for integration had just begun. It was to go on, sometimes actively and sometimes so quietly that it seemed to be a dormant issue, for nearly 20 years.

Dr. Hughes' election affected the struggle more profoundly than could have been foreseen. Initially, it quieted the Negro community by giving it the representation in desired. But more important, it opened for the first time an official channel of communication between the Negroes and whites.

Spiritual, Civic Leader

It's doubtful that a more effective liaison officer than the Negro minister could have been chosen. Not only was he the spiritual leader of the community, he was one of its civic leaders. Even before he ran for the board, he had obtained the respect and affection of many members of the white community - some had worked hard to support his candidacy. Once on the board, he formed similar relationships with many white people who hadn't known him.

"Right from the beginning," he says, "I found that I got along well with the other board members. True, I used a great deal of tact. When a problem involving my people cameup, I tried to present it from the standpoint that a solution would work to the benefit of the whole district."

Not long afterward, the first Negroes were hired by the school system. They served as janitors and maintenance personnel. Later, the first Negro teacher was hired. Dr. Hughes and other members of the Negro community started working with the attendance officer and the County Welfare Department to get at the roots of truancy among Negro children.

There were many problems they could not solve. Housing was - and still is in the older sections - poor. Living under crowded, substandard conditions, many Negro children didn't sleep properly, couldn't get their homework done. Their work was poor. Many were from one-parent homes, and suffered from catch-as-catch-can meals and unsupervised leisure hours. They were poorly dressed and poorly groomed. Like any children, they felt the embarrassment and lack of self-respect that comes of these things.

Whites Help

The Negro leaders chipped away at all these problems, aided by some members of the white community. Gradually, the morale of the Negro community rose. Feelings of mutual responsibility increased, and it became more of a community in the deepest sense of the term. Like any community, it had and still has its fringe elements of people who do not respond to leadership, but its leaders agree that during the 30s the Negroes of District 8 began to walk with their heads a little higher.

Then, in 1939, a step was taken which looked like progress but proved to be quite the opposite. A new school was built on Old Tarrytown Road, financed in part by Public Works Administration funds. It had a capacity of 500 pupils, and when the boundaries from which its students would be drawn were set, it became clear that this would be almost entirely a Negro school. It was. District 8 was segregated.

DESIRE TO SPREAD DEMOCRACY HASTENED END OF SEGREGATION

(Editor's note: This is the second of three articles on the integration of schools in Greenburgh District 8....)

The situation remained almost static during the war years. But immediately after the war an era of change began, and it came none too soon. New residents moving into the area-the beginning of the growth that continues today=found the district's schools to be substandard in almost every respect.

Building maintenance was poor. Teacher morale was low. Teachers had no tenure, no rewards for continuing their training. Salaries were low. Many of the new residents had come to Westchester partly because they had heard of its excellent school system, and they were shocked at what they found.

Criticism of the school administration, almost inaudible at first, quickly grew in volume. Civic groups were formed and they began to demand a bigger role in school affairs. They asked for fuller explanations of school budgets and wanted to know why school taxes were so high and the status of the schools so low.

SCHOOLS MOSTLY EMPTY

In 1947, they discovered that their schools were about two-thirds empty. The parents of 218 children preferred to send them to private and parochial schools, leaving some 500 students to rattle around in schools with a capacity of about 1,400. Residents dug into the reasons for these things. And some of them also began to ask why the schools in District 8 were segregated.

Later that year, they took action. The two top administrators in the school system were dropped, one-the supervising principal-by buying up his contract at a cost of $10,000. And to replace him, they hired the man who was to play a key role in transforming District 8 from one of the poorest in the state to one of the best.

The Board of Education screened 12 applicants for the post of supervising principal, looking for the man who could handle what was probably one of the toughest jobs of school administration in the country. They found him in Dr. Richard J. Bailey.

Adults Taught

A quiet-voiced, graying man then forty, Dr. Bailey held degrees from Notre Dames, New York State Teachers' College and New York University. Just as important, in the Board's view, was the fact that he appeared to have the courage, determination and competence that the job would require.

He went to work. An adult education program was set up, partly for the benefits it would bring to those who studied under it, partly to make the district's schools a center of community life. An in-service teachers' training program was established.

Automatic salary increases for teachers who resumed or continued their training were obtained. Salaries were raised all but Dr. Bailey's; he refused a $1,000 increase at the end of his first year, saying the district couldn't afford it.

Board Gives Support

None of these things was accomplished by Dr. Bailey alone. In each he had not only the support and active cooperation of the Board of Education, but also that of increasing numbers of people in the Negro and white community.

Some were members of the school system - men like Thomas Russo, then principal of the Old Tarrytown Road school and now supervising principal of the District. Mr. Russo had been brought up in District 8; no one knew - or knows - the area and its problems better, no one worked harder to solve them.

Others were outside it, but deeply involved in school and community affairs. Mrs. J. Ray Duncan of 51 Whittington Road led a group of residents who established a recreation program for the district in 1947 - a program that brought children of both races together on the playing field and alleviated the problem of unsupervised leisure among children from homes where parents were away during the day.

Clarence Mebane of 95 Florence Avenue, a member of the Negro community since boyhood, joined with Dr. Hughes, Dr. Bailey and others in evening visits to homes from which problem students came. There were more - many more = and their work foreshadowed the community effort that would be made when it came time to tackle the toughest job of all - segregation.

Key Part of Job

When Dr. Bailey began work in 1947, there were slightly more than 500 students in the district's schools. School No. 1 on Landers Road contained kindergarten through sixth grade classes. It was 75 per cent white and 25 per cent Negro.

School No. 2 on Hillside Avenue, a junior high school, was 60 per cent Negro and 40 per cent white. And in School No. 3 on Old Tarrytown Road, out of a total enrollment in kindergarten through the sixth grade of 140, just four students were white.

"When we set out to end segregation," Dr. Bailey had said, "our prime purpose was not integration. That was only a part - though the key part- of the job of making this a good system. We were convinced that our schools should teach not only academic subjects and skills, but also the lessons of democracy, of mutual understanding and of relationships between people.

"These are the lessons that make responsible citizens and real human beings. We believed, and still believe, that they cannot be taught in a segregated school system."

Population Grows

By 1950 it was apparent that the time for action had come. The school population was growing at a steadily increasing rate. School No. 1-predominantly white - was becoming seriously overcrowded. School No. 3 - almost entirely Negro - was half empty. The junior high school, also mainly Negro, also was well below capacity.

The distribution of students in the district's schools had resulted not only in segregation, but in waste of the taxpayers' money, for part of its facilities were overtaxed, and the rest were only partially used.

Dr. Bailey and his aids worked out four plans for a redistribution of students among the schools, and presented them to the Board of Education in March 1951. Each plan, in varying degrees, would have integrated the schools, and each would have ended crowded conditions at School No. 1. One plan, No. 4, hit the segregation problem head on.

It called for sending all students in grades one through three to School No. 3, then almost completely Negro. Grades four through six were to attend School No. 1, then principally white. Grades seven through ten would study at the junior high school.

Rotation Extended

Under the plan, every child in the district some time during his elementary and junior high school years would be rotated.

Board members considered the alternatives they had been offered. They argued frankly, pulled no punches. Then they voted, four to one, for a plan which would take fifth and sixth grade students out of crowded School No. 1, and put them into School No. 2. Since many of the students who would be transferred were white, and School No. 2 was principally Negro, this would partially integrate the district. But School No. 3 would remain a segregated school.

The board did not believe the community would permit the complete integration that would have occurred under plan No. 4.

When the decision was made public, objections poured in. More than one parent walked into Dr. Bailey's office and said in quiet tones, "Don't misunderstand, please. I'm not the least bit prejudiced. It's just that I don't want my child to go to school with Negroes."

Riots Feared

Others took him aside at meetings and said, "Don't get me wrong. I'm for this thing. But, it'll never work. There'll be riots in the first week."

Some predicted outbreaks of disease, because "Negro children are so dirty." One man proposed that ultra violet lights be placed over the school entrances "to kill the germs the Negro kids will bring to school." Dr. Bailey has said that many of the people who talked of disease and germs employed the mothers of these same Negro children as housemaids and nurses.

A petition demanding that the decision be rescinded and placed before the community's civic associations for a vote was submitted to the board. The board agreed to the plan, and instructed Dr. Bailey to seek meetings with the civic groups at which the whole question could be aired.

During the next few weeks the principal spent every evening trying to get support for the plan. Again, he was not alone. Many earlier supporters rallied to the fight, and they were joined by others, some newcomers, some long-time residents.

Struggle at Critical Point

The struggle for integration had reached its critical point, but these fighting for it knew that this was not the only issue at stake. If the plan were voted down, the defeat would be a vote of "no confidence" in the Board of Edication and the school administration, for both had al-

With all their courage, the board members and the school administrators could hardly have been expected to carry through the balance of their program for District 8 in the face of such a vote.

Supporters of the plan talked until their voices croaked, answering myths with facts, explaining the basic philosophy which prompted them to seek integration, pointing out the wastefulness of the system as it was set up. No question was too trivial for them to answer, no baiting challenge could make them lose their heads.

Late in April, the 14 civic associations in the district voted, 13 to 1, in support of integration. But that wasn't all. Given their choice of all four plans, they voted for plan No. 4 - the plan that not even the board had dared to choose. The board accepted the vote as mandate from the community, and on April 30 it passed a resolution, to take effect at the beginning of the Fall term for a one-year trial, that ended segregation in District 8.

PLANNING, WORK AND GOOD WILL ENDED DISTRICT 8's SEGREGATION

(This is the last of three articles....)

If a resolution can end segregation, it cannot integrate even a single classroom. In the full meaning of the term, that takes planning work and people of good will. All three were present in growing abundance in school District 8.

A plan was worked out with the help of the State Education Department for setting up classes that would be representative in terms of students' race, ability and sex.

More difficult was the job of preparing teachers for the change. Many foresaw discipline problems and serious difficulties in teaching pupils of widely varying ability and background. Educational consultants from colleges and universities were called in.

In numberless staff meetings, the groundwork for handling children with emotional problems was laid. Teaching techniques designed to reach every student were studied. Many teachers began to see integration as a challenge rather than as a burden.

Soon after school opened, teachers found they could meet the challenge successfully. "At first," one said, "I didn't see my pupils as a group but as white and Negro. But by Christmas I found that I had changed without even really knowing it. They were my class."

Adjustments were not all easy. Some teachers had to overcome anti-Negro attitudes formed during years of teaching predominantly white and all-white classes - now the ratio was as high as 60 per cent Negro to 40 per cent white in their new classes. A few teachers found themselves over-protective of their Negro pupils and slow to correct and discipline them.

For the board and the school administration, September was the beginning of a year of suspense. Integration was on trial. "One unfortunate incident could have swept the ground out from under us," Dr. Bailey has said, "even a fist fight between a Negro and white child."

There were other problems. For years the New York City Welfare Department had arranged for Negro families in the district to board disturbed Negro children, so there was a disproportionate number of them in the schools. Here again, the board and the administrators met the problem head-on.

Psychiatric Help Given

The services of a consulting psychologist and a guidance expect were obtained, the first moves in a program that today has brought to the district the most comprehensive system of remedial, guidance and psychiatric help in the State.

Too, there was the need for increasing the participation of the Negro community in school affairs. Here the Parent-Teachers Association went to work. White Members urged Negro parents to attend meetings, offering transportation when needed.

At meetings, Negro parents were invited to sit among white, and officers of the PTA made it a point to call on Negro members for their points of view. Also, the adult education program helped for many friendships had been formed among whites and Negroes who had worked together making dresses, painting pictures and constructing tables.

Discontent Lingers

Despite the bright spots, officials were worried as the end of the trial year approached. There was still much discontent, particularly among parents of bright students who felt their children were being held back because instruction was designed to reach the slower children - many of whom were Negroes.

Shortly before the end of the school year, a petition to the Board asked separation of the students into three kindergarten through ninth grade schools, one for above-average students, one for average and one for below-average. "If it had gone through, it would have effectively segregated the schools again," Dr. Bailey has said.

An open meeting was called to decide whether to continue integration. To prepare for it, Dr. Bailey went to Albany for help. He came home with a suitcase full of studies and reports to buttress his case for integration.

Objections Answered

But his data wasn't needed. At the meeting, as objections to integration were raised, they were answered from the addience. The answers came from ordinary citizens.

As they argued for continued integration, it became clear they had more than eloquence on their side. They believed that what had been done was good. The vote for continuing the program was overwhelming.

Recognition of Dr. Bailey's leadership was inevitable. Earlier this year, he was named superintendent of the 2nd Supervisory District, a post that made him responsible for the administration of 22 school districts. A few months later, on Oct. 28, he died at his home in Ardsley, at the age of forty-nine. Many say that he gave his life to the reorganization of the schools of District 8.

There were other costs as well. A few families could not reconcile themselves to integration. They moved away. One mother who still lives in District 8 says she was disturbed by the change, principally because she was convinced that her daughter, an above-average student, would be deprived by teaching that was aimed at slower pupils.

Opinion Changes

Asked if she feels that the girl, now a high school student, is behind where she would have been if she had gone to school in another district, the woman smiles. "No," she says, "in all honesty, I can't say that."

The problem of the above-average student has not yet been completely solved in District 8. Educational authorities say that it hasn't been solved anywhere. But the district is working on it, and among its principal tools is one that was seen originally as needed to help slower students.

It is the guidance, remedial and psycho-therapy program, which has freed teachers to a large extent from the necessity of spending many hours with students who need extra attention. Some of that free time will now be spent with above-average students, helping them to exploit fully their capacity to learn.

Recent changes in the district have eased other problems. For many years, District 8 was unique in having comparatively few middle income families. This made a sharp division between the races on a social and cultural level inevitable, for the bulk of the lower income families were Negro and that of the higher ones white.

Gap Being Closed

Moderately-priced housing developments have gone up in the area, bringing in a middle income group, including many Negro families whose breadwinners are lawyers, physicians, editors and the like. This has helped close the gap between Negro and white.

Other changes, all advantageous, are in the offing. An urban renewal program that will end sub-standard housing in the Manhattan Park area has been started. Though the district's school population is climbing steeply-1,214 at the last count-the gift by Mrs. Frieda Warburg of a 150-acre estate to the district means that it will not be faced with school site problems for years.

Many of the changes that have occurred have gone unrecognized outside the district. Real estate values are still not as high as in adjoining districts. This is partly because of still-current rumors that the district is 90 per cent Negro (actually, it is about 25 per cent and the figure is dropping steadily because the Negro population is not growing nearly as fast as the white).

But the lower values are also due to the bad reputation that clings to District 8 schools, despite the fact that today they are rated among the best in the State.

Excellent Cross-Section

Do they deserve that rating? One way of checking is to find out how its junior high graduates rank with those of other districts. Along with those of several other districts, graduates of District 8 schools attend White Plains High School. Dr. Caroll F. Johnson, superintendent of White Plains Schools, says that students from District 8 represent "an excellent cross-section of the student body as/whole, academically and as school citizens."

Listen, too, to Dr. Roma Gans, professor of education at Teachers' College, Columbia University, and an education sonsultant who has studied dozens of school districts, good and bad, throughout the country.

"I consider District 8 schools to be excellent," she says. "There are two reasons why I rate them so. First, no district I know of has a deeper interest and concern for every single child. Second, no school administration of Board of Education I know of is more aware that the primary job is to educate every single child."

Program Unique

The program of integration that has been carried out in District 8 is unique in the nation. Dr. Gans says. It is "broader and deeper than any other, even the program in Louisville, Ky. The reason that it is working is because each member of the community - child, parent, teacher, taxpayer, civic leader, board member and administrator - supported every other member."

And if the change that has taken place in District 8 is not known to outsiders, the people who live there know it.

Negro and white, they are proud of their schools and of their community, for they know they have been weighed in the balance of justice and humanity, and have given full measure.

GREENBURGH SCHOOL DISTRICT NO. 8
WARBURG CAMPUS
Hartsdale, N.Y.
Sept. 9, 1963

GREENBURGH DIST. 8 AIMS FOR MEANINGFUL INTEGRATION (Reporter Dispatch August 21, 1963)

Officials Try To Erase Culture Gap by Daniel Harrison

School integration is not merely seating Negro and white children side by side.

Greenburgh District 8, which began its policy of school integration in 1950, has learned this during the past year. A program called Project Able has singled out at kindergarten level culturally-deprived children who could be expected to under-achieve in class and grouped them in special classes designed to build a background of success in school.

The project will continue in the first grade this fall and go through sixth grade.

Road Was Clear

The road to Project Able was straight. The Board of Education had decided that children of differing racial background and geographical location who formerly attended neighborhood schools were to attend class in the same building. At the end of the 1961-62 school year, an NYU consultant team reported that despite physical, racial classroom integration, there was still a noticeable lag in achievement between Negro and white children.

The NYU group termed this lag-the white children average or over-achieving and the Negro pupils generally under-achieving-a cultural gap rather than an inherent difference in abilities.

Project Able brought together the NYU consultants and the school district administrators, principals and teachers. It has tried to break assumptions that the disadvantaged youngster does not or cannot listen, that he is not motivated for school, that his attention span is short, that he is non-verbal, that he thinks in a slow, inadequate manner, and that he cannot conceptualize.

"After compensating work," notes Supervising Principal, Dr. George Fitch, in summing up the work of the project so far, "there was a normal distribution of results as regards academic ability. Under normal screening and testing, two-thirds of these children would have been labelled retarded or slow learners. We had to assume they had normal abilities even though their grades didn't prove it. So we determined the causes of deficiency."

The project was under the aegis of Dr. Sinai Waxman, elementary supervisor, and Mrs. Doris McKelvy, a social worker, succeeded by Mrs. Louise Sindos. Each classroom elementary teacher was asked to submit the names of children whom she felt might be described as disadvantaged.

Although the criteria was not set up, the socio-economic status of the families was thought of as possible indicators of deficiency, Inter-familial relationships and cultural lacks in the home, the economic status of the family, home-school relationships, and the child's performances of standardized tests were thought of as possible indices.

Select Youngsters

In short, what the study calls experimental-economic and relationship-emotional factors were determined. A group of 343 youngsters was selected and then the pilot group of 46.

In trying to break the aforementioned assumptions, the study noted that "youngsters from deprived backgrounds come to school with a qualitatively different preparation for the demands of both the learning process and behavior requirements of the classroom. The kindergarten experience for some children presents an environment which is almost completely alien to anything he has previously experienced.

Initial information on the child, his behavior, and his relationships was obtained. Progress for the disadvantaged children had to be facilitated by grouping them together although the integration policy implied mixed grouping.

New programs were set up for all kindergarten classes, along with in-service programs for the staff. The aim here was to encourage verbal expression, share experiences and feelings, help develop self-confidence, stimulate intellectual curiosity, present ideas verbally, and listen intelligently.

Two Goals

There was show-and-tell, activities with books, new use of the library (with a special librarian), and activities with music, drama, puppetry, arithmetic, social studies, science, trips, outdoor play and work period. The goals were both academic and social.

All kindergarten children were also part of a language arts program relying heavily on two-way oral communication and designed to meet the needs of children to attain fluency in their ability.

As part of the language arts program, work was done in the areas of listening skillys, choral speaking, story-telling, informal conversational situations discussion, oral reading and games. Needs and feelings of youngsters were brought out, as well as increased verbalization.

The project then zeroed in on the disadvantaged group. "We are shifting our perceptions of the child from the belief that he comes to school with very little ... to the belief that we are limited in our ability to understand, evaluate and build on that which he has," the report stated. Greater knowledge of the culture and environment of the disadvantaged child was sought.

Special Trips

Activities geared to these youngsters' lacks included special trips, reading periods (with individual sessions and special rooms) and audio-visual aids.

"The school must assume the responsibility for giving the child experiences which the family has been unable to assume," the report said. Parent-group meetings were arranged. The value of the home was recognized, but the report asserted that the school, as the first socializing institution, "must intervene."

The school psychologist and speech consultant took part in the classroom situation, and launched the program of testing.

The Wepman Auditory Discrimination Test tested the child's ability to perceive differences in words, with the child indicating whether a pair of words are the same or different. Of 40 disadvantaged children, only five were in the normal range, with the others either not understanding the concept, not being able to distinguish between fine sounds, being afraid of the testing, or other factors. There was a wide gap between the disadvantaged group and the so-called "middle class" group tested.

Environment Probed

On an "orientation scale," children in both groups were asked questions about themselves and their environment. Some of the disadvantaged children were unaware of certain information or afraid of giving a wrong answer.

The next test was a comprehension test, with seven questions pertaining to everyday life (such as, "What do you do when you're hungry?"). Both disadvantaged and "middle class" youngsters performed satisfactorily, as indication that questions should be asked simply and repeated, with plenty of time allowed for an answer.

There was also no significant difference between the two groups on a memory and recall test, pointing up, as the report says, the need for more repetition in asking questions.

The difference between the two groups emerged again, however, on a category test, in which the children were asked to name words appropriate for certain categories. The "middle class" youngsters gave appropriate responses for all seven categories, but the disadvantaged group gave inappropriate answers for such categories as fruit, vegetable and furniture. The two groups were about even on some of the categories. This test revealed that there was a wide gap between the disadvantaged child's ability to abstract and that of the "middle class" child.

'Body Image Scale'

The poorer performance by the disadvantaged children was also made on a "body image scale," testing familiarity with the body. This was rather psychologically explained in terms of a difference in ego development, as well as differing degrees of word familiarity, between the two groups.

On a word association test, where the two groups had to name as many words as possible in a minute, the disadvantaged children seemed uncomfortable, and took a longer period to "warm up". They were not able to name as many words as "middle class" youngsters. The report of Project Able concluded that there was not only a gap in the power of abstraction, but that disadvantaged children had difficulty responding on the verbal level without the aid of some sensory clues.

Labelling Test

Suspicions that these gaps were attributable to cultural and environmental differences between the two groups were somewhat confirmed by a labelling test, in which the two groups were asked to name words when given a visual clue. Sometimes different words were named.

For instance, most disadvantaged children were able to name the picture of a pen knife correctly; few of the "middle class" children were able to give a correct response. This was termed a difference in cultural orientation rather than a lack of knowledge.

On two other tests, the Peabody Picture Vocabulary Test and the Draw A Man Test, the disadvantaged children were "more than a year in mental age below the median chronological age of their group in their listening or hearing vocabulary." The report asserted that many wrong responses and so called "good wrong" answers "may represent a learned response...that may be accounted in terms of the cultural background from which it comes," and emphasized the need for basic vocabulary training.

Two Months Late

Two months after these tests were administered, more than a third of the disadvantaged group was given a Stanford-Binet intelligence test. On this all-important test, "the obtained mental ages and IQ's... were higher than were obtained on the Peabody and reflected a relatively normal distribution of intelligence with a median I@ in the average range and a median mental age consistent with chronological age."

This was the crux of Project Able's kindergarten phase.

The Stanford Binet result was attributed to the early effects of the therapy program with an accompanying mental age growth and a wider variety of mental functioning. "There was a new awareness of the style of thinking of disadvantaged children," the report observed.

The group summarized testing thusly: "The (disadvantaged group)... appears to represent a relatively normal distribution of IQ's that may have been present from the onset of the study. Intellectual potential as a prerequisite to successful school achievement does not appear to be a limitation for this group.

"One may assume that the disadvantaged child contributes disproportionally to educational problems while inately representing a normally distributed group intellectually."

Improves Vocabulary

The report also said that the theraputic program contributed to an increase in vocabulary and abstract concepts, although the concept of numbers still is a problem.

Dr. Fitch noted after the work last year that an area like District 8 (whose school population of 2,500 is about 35 per cent Negro is faced with this problem.

How can educational opportunities be equal when a child transfers twice daily between two worlds? When he encounters a world in which language is foreign to him? When he is measured in terms of standards he is not prepared to meet? When he's labelled? When the school is not sensitive to these differences? When the school is satisfied and even compliments itself on taking superficial measures?

He hopes that all of these questions will be coped with through the work of Project Able. "We hope that as they move through school, the lag will be eliminated." the supervising principal says. "By the end of four or five years, we will know whether we can knock the lag into a cocked hat."

Many school districts facing problems of integration will be eagerly watching the District 8 experiment.

THE GOALS IN THE ACADEMIC AREAS OF THE CURRICULUM: A STEERING COMMITTEE REPORT TO THE ELEMENTARY AND SECONDARY FACULTY

THE PURPOSE OF THIS REPORT

This Steering Committee Report of the school district's goals in the academic areas of the curriculum was written to serve four purposes.

1. Staff curriculum committees working on the scope and sequence of a subject area will be able to use the goals as the basic guide lines for their program. This will facilitate the appropriate curriculum articulation among all the schools.

2. The present elementary and secondary teachers have been designing their curriculum based upon goals implicitly stated in the philosophy of education of the school district and through discussion with colleagues and the administrative staff. Presenting these goals in writing will provide a definite framework to which each staff member will refer.

3. A written statement of the academic goals of the district will also provide a basis for curriculum planning for teachers employed in the district in the future.

4. Residents in the community interested in knowing the academic goals of the school district will find copies available on the community reference shelf located in the Woodlands library.

In summary, both professional and lay persons in the school district will find this report helpful when they are trying to understand the objectives and aspirations of the school district in relation to the academic content of grades kindergarten through 12.

THE PROCEDURE EMPLOYED IN WRITING THIS REPORT

This report was written by the Steering Committee of the school district. Its membership includes the entire administrative staff, representatives from each school and all members of Pupil Personnel. The report came about as a result of the recognition that the educational goals, as well as curriculum details, need to be stated in writing. The most effective group to deal with this would be the Steering Committee since it represents all of the professional disciplines and grade levels. The committee was divided into several groups, each of which had the task of writing its ideas concerning the academic goals of the district. The reports were then submitted to the entire Steering Committee for the purpose of evaluation. The reactions to the reports were noted and six persons on the Steering Committee assumed the responsibility of preparing a composite report which would represent the thinking of the entire Steering Committee. The following is that report.

THE DELIMITATION OF THIS REPORT

The Steering Committee is of the opinion that the district needs to identify in writing the goals in many areas - academic, sociological, behaviorial, recreational, cultural, etc. The goals in the academic areas were viewed as a priority and this report is delimited with that priority in mind. We recognize that goals in the academic areas are significantly interrelated with those in other areas and that to compartmentalize a set of goals may be viewed as a very limited approach. However, this procedure of delimiting statements on goals appeared to be the most productive.

THE EDUCATIONAL GOALS IN THE ACADEMIC AREAS OF THE CURRICULUM

INTRODUCTION

With the rapid growth and expansion of Greenburgh School District No. 8, the schools have been reorganized several times. In 1950, the Board of Education decided upon the policy of school integration. Children of differing racial background and geographic location who formerly attended neighborhood schools, were assigned to classes in the same building. Each class has been representative of the entire district population. In effect, all children of this district attend all the schools of the system.

Over the years the faculty has studied the school program and made necessary curriculum changes. During more recent years, the staff devoted considerable time and energy to examining and evaluating our school practices. It was recognized that educational goals and appropriate curriculum needs must be redifined so that all children will be taught and will learn to the maximum of their ability.

A major responsibility of our schools is to provide children with the opportunity to acquire extensive general and factual knowledge as well as specialized concepts and skills.

A concomitant responsibility requires that the teacher provide each child with opportunities to develop a realistic concept of himself including his intrinsic work as a person. Implicit in the school experience is the teacher's responsibility to nurture in each child the acquisition of the following:

1. An awareness of the positives, negatives and potential of his environments - all the people with whom he comes in contact and the physical surroundings to which he is exposed.
2. An ability to relate appropriately to the above environments.
3. A knowledge of and ability to use and contribute to the available resources.
4. A recognition of the changing nature of society and an ability to adapt himself to and to participate in such change.

5. A desire for the continued acquisition of knowledge and skills with a view toward either being gainfully employed or furthering his formal education.
6. A capacity for accurate appraisal of his environment enabling him to make rational decisions.

    a. An ability to recognize and to isolate a problem.
    b. A knowledge of and a desire to explore all possible sources of information that would affect a decision.
    c. An ability to distinguish between situations which warrant independent thinking and those which necessitate acceptance of decisions of authorities.
    d. An ability to discriminate between relevant and irrelevant information.
    e. An ability and a desire to examine assumptions and to compare and interpret available data.
    f. An ability to rearrange component parts of a situation in order to arrive at new insights.
    g. An ability and a desire to recognize the various possible solutions and to think through the consequences of each.
    h. An ability and a desire to make a decision based upon good reasoning and a thorough analysis of the entire situation surrounding the problem.
    i. An ability and a desire to evaluate one's own decision, to reconsider in light of new information and to recognize the implications of it for oneself and for others.

Recognition and implementation of the above goals are viewed by the Steering Committee as essentially interrelated with goals in the academic areas.

DEFINITION

We are delimiting the definition of academic goals as those outcomes we seek as a result of the interaction of children with subject matter. Children are presented the subject matter in an order based upon previous learning in and out of the school and the logical sequence of subject matter where it applies. The curricular areas - subject areas - to be discussed in terms of goals are as follows: (1) Language Arts; (2) Social Studies; (3) Science; (4) Mathematics; (5) The Arts; (6) Foreign Languages; (7) Health and Physical Education; (8) Business Education.

LANGUAGE ARTS

1. A child will be able to read skillfully.
2. He will know how to evaluate critically the materials he reads.
3. He will know how to use the ideas gained from reading.
4. He will know how to do purposeful reading.

5. He will find real and lasting pleasure in reading as a voluntary activity, select appropriate reading matter and develop mature reading interests.
6. He will be able to communicate ideas clearly, concisely, accurately, interestingly and convincingly.
7. He will acquire a knowledge of a sufficient core of words so that he can communicate.
8. He will be able to spell or find the spelling of the words he needs to write.
9. He will be a responsive, critical and discriminiting listener.
10. The child will experience a representative body of writings that is the heritage of the English-speaking peoples.
11. He will have experiences with literature to gain the knowledge and understanding of the times, problems, emotions, feelings and events in the life of the world.

SOCIAL STUDIES

1. The child shall acquire a working realistic knowledge of varying historical cultures, and develop a respect for racial, cultural and religious differences.
2. He shall develop a realistic awareness and understanding of the physical world in which he lives.
3. He shall have an awareness of the social and political development of the past with the aim of applying this knowledge to the present.
4. He shall recognize and accept his role and responsibility for action in society.
5. He will acquire a working knowledge of the varying disciplines that comprise the social studies (government, history, geography, economics, anthropology and sociology).
6. He should have an understanding of economic relationships both as a producer and a consumer.
7. He shall master the skills necessary for learning and applying - problem solving, critical thinking, map and graph reading, research methods and the specific language of the social studies.

SCIENCE

1. The child will have a knowledge and understanding of scientific concepts and facts.
2. The child will acquire skills enabling him to deal effectively with problems requiring scientific methodology.
3. He will master the subject matter required in sequence to proceed to broader and more advanced content in science.
4. The child will have an understanding of the expanding scientific knowledge of man.

MATHEMATICS

1. The child will acquire the manipulative skills necessary to function in the world; measurements, properties and the relationship of quantities.
2. The child will achieve a mastery of an organized body of mathematical knowledge prerequisite to learning advanced concepts.
3. He will learn to appreciate the function of mathematics as a system of communication and thought.

THE ARTS

Fine Arts: Painting, Music, Sculpture, Graphic Arts

1. The child will learn art forms through his directed and elected personal experience with media.
2. He will acquire an understanding of art through a knowledge of the historical development of art forms.
3. The child will acquire the ability to interpret art forms through his understandings of art history.

Industrial and Home-Making Arts

1. The child will become knowledgable and skilled in the use of media related to the following areas: hand tools, metal working, wood working, ceramics, electricity, printing, auto mechanics, blue printing and reading blue prints, mechanical drawing, cooking, sewing, textiles, child care, care of sick, home decorations and economics of purchasing.

FOREIGN LANGUAGES

1. The child will be able to speak, understand and read the language being studied.
2. The child will acquire a knowledge and understanding of the history and culture of the peoples who speak the language.
3. He will develop insights into the English language through study of other languages.

HEALTH AND PHYSICAL EDUCATION

1. The child will acquire the knowledge and understanding of the development of his body.
2. The child will develop skills to care for his body.
3. The child will know how to maintain physical fittness and health.

PROJECT ABLE

A PROPOSED PROGRAM FOR IDENTIFYING AND ENRICHING THE ABILITIES OF THE DISADVANTAGED CHILD

Submitted by: Dr. Sinai Waxman, Elementary Supervisor
Mrs. Doris McKelvy, Social Worker

GREENBURGH SCHOOL DISTRICT NO. 8
WARBURG CAMPUS
HARTSDALE, NEW YORK
June, 1962

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Project ABLE is an experimental program concerned with identifying and planning activities of enrichment for those children in our elementary grades, kindergarten - six, who show some lacks in their ability to respond optimally, as measured by I.Q. tests. Children identified as such are to be classified under the very broad category of the disadvantaged. This report is based on the activity of the school social worker who was included under the project to obtain data on the socio-economic status of the children in the school district, so that the disadvantaged could be more accurately identified. It is also a suggested proposal by the elementary supervisor and the social worker of action programs to be initiated.

PHASE ONE

The teacher was thought to be our primary source of information in compiling a list of children who might fall into the classification of disadvantaged. Consequently, each classroom elementary teacher was asked to submit the names of children whom she felt might be so described. Criteria for identification were not set up at this point, so that implicit in this procedure was that selection would be based on individual teacher perceptions. However, the socio-economic status of the families was thought of as a possible indicator in this identification so that the social worker used cumulative record cards, census cards, children's folders and held personal interviews with nurses and other school personnel in ascertaining this kind of information. As a result of this procedure, a list of 343 elementary children(1) was obtained. After the lists were compiled, the social worker met with the teachers individually to get a further description of the kinds of criteria that the teachers used in making the selection. In pulling together the descriptive information gathered from the teachers, the social worker found that the following quotes represented the kinds of statements generally used.

1. This list of children was submitted by the teachers but have not been evaluated against our criteria and definition.

"Father came to school because we got no response from the mother. Both parents work."
"Mother interested but not able to help."
"Mother interested in child, getting a tutor."
"Saw mother who is anxious for child to do well in school."
"Mother will not come in but wants a conference on the telephone."
"Father interested and helps child with school work."
"Mother has been in to see the teacher and constantly complains."
"Mother is kind, good and interested."
"Parents interested in child's school work. Father is helping her."
"Mother came in - nice and cooperative. Is trying to help child."
"Mother has come to school but really not able to become involved."
"Family keeps to themselves. Will not ask for help but will be cooperative."
"Mother came to school and wanted to beat child up as a way of handling unfavorable school report."
"No incentive in home to make child try to do better."
"Mother is a domestic but did come over to see the teacher. She would welcome any kind of assistance."
"Some home stimulation would be helpful. Mother would be open to it also."
'Mother seems insecure with school authorities."
"If child has to stay in after school, she says parents will beat her."

"Good average student."
"Child cannot remember unless a lot of drill."
"I.Q. over 100 but reading in the lowest group."
"Child might get through high school with incentive."
"Child can do better. He has good ability."
"Excellent student but needs more experiences."
"Slow child but is trying to read. Very polite and cooperative."

"Both parents work."
"Family on and off D.W."
"Child charges lunch."
"Mother is baby sitting as a part of therapy."
"Poor family. Many children."

"No books or magazines at home."
"Parents don't take child places."
"Child has never been outside of White Plains."
"Any outside help will raise aspirational level."
"Child has potential but needs stimulation."
"Could use additional experiences."
"Poverty is the problem. No T.V. No papers."

"Big child - over weight."
"Father completely incapacitated and arrested T.B."
"Father is an invalid."
"Lives in damp place. Susceptible to colds. Has to have tonsils out."
"Blind grandmother."

"Child has to stay at home to take care of younger siblings."
"Child will not come to school."

"Father most erratic man. Overcrowded household."
"Parents divorced and both remarried."
"Child gets along well with his father."
"Child living with grandmother."
"Mother doesn't allow child to play with other children."
"Father and mother differ as to child's ability."
"Mother gives no love and says she has no affection for child."
"Mother does well with large family."
"Close, warm family."
"Child is deprived but loved."
"Mother would welcome any kind of assistance."
"Climate at home is questionable."
"Called mother who came immediately."

"High I.Q. but does not complete homework assignments."
"Does no work. Sucks her thumb. Writes small."
"Poor writer. Expresses himself but not readily."
"Very quiet child. Great art ability."
"Child doesn't apply himself. Does as little as possible."
"Child eager to do his work."
"Child working on level."
"Nice child but needs challenging."
"Slow child who is doing as much as possible."
"Child not stupid and yet there are times when I wonder."
"Child slow but wants to learn."
"Nice child. Will try to please."
"Homework never completely done. Only partially. But little helper around the room."
"Withdrawn, shy, no communication."
"Attention span short."
"Lowest I.Q. in the class but tries and does better than children who have higher I.Q."
"Child has no interest in learning."
"Child is always out of his seat and into something."
"Child is helpful, then sullen behavior possibly related to the home."
"Child is cooperative and thrives on work and praise."
"Child is relatively slow, an inert person, floating, drifting, aimless."
"A void little girl who becomes easily discouraged when she cannot perform.
"Child comes to school with arm full of toys."
"Child is a repeater but anxious to learn."
"Child capable of doing the work when he wants to."
"This is a child who can go far beyond his environment."
"Child has the thoughts but the words seem to tumble out."
"A nice child who is different from other family members and who has something very worthwhile. Seems to have high ability in arithmetic and reading."
"Very intelligent child. Probably has the ability to go to college."
"Average intelligence but not working up to capacity. Needs to be drawn out in the classroom."
"Brightest child in the class but a lazy child."
"Lacks initiative and responsibility but is responsive to certain situations."

"Child is of average I.Q. but has a grudge on her shoulders."
"Does nothing in the classroom. Bangs her head. Hits and trips."

As we review the above statements, we can see:

1. Comments taken separately have some positive value and could describe any child's school adjustment at a particular time. However, in describing the disadvantaged child the teacher used a configuration of comments that yielded a far less positive picture than any comment taken separately would indicate. For example, remarks about one child read "bright child, parents divorced, mother works and could not help child with more experiences, child could get through college:"

2. The comments seem to fall within the following general categories:

   a. Inter-familial relationships within the home
   b. Cultural lacks in the home
   c. The economic status of the family
   d. The child's performance on standardized tests
   e. Home-school relationships

DEFINITION AND CRITERIA

When reviewing the above general categories, it seems that they fall into two definite areas:

1. Experiential-economic factors
2. Relationship-emotional factors

For the purposes of this project, our definition of the disadvantaged child will relate to those lacks which limit a youngster's prognosis for achieving his maximum potential in the present day classroom, and consequently yields a "sizeable failure pattern" rather than a "success pattern". The experiential-economic factors include a paucity of visual and verbal experiences, far less exposure to trips, books and family discussions and limited opportunity to own and manipulate playthings. The relationship-emotional factors include a dearth of adult supervision, interest, encouragement or pressure in relation to school learning and achievement, a lack of adults in the home with whom the child can identify, by whom certain goals and/or aspirations are created and because of whom the child begins to seek rewards that are beyond his immediate, deprived and narrow environment.

SELECTION OF PROJECT GROUP

Project ABLE is not only concerned with identifying the disadvantaged child but also with providing educational and cultural enrichments which might help the youngsters more ably meet the demands of the school environment. In this area we would see the needs of all 343 elementary school children as being important for the school to use as a basis for any action program initiated. Ideally, it would be good if we could work with the total group on an individual and group basis in carrying on a continuing enriching program. However, to work with such a large group on a more intensive basis is prohibitive at this point. (1) Therefore, in selecting out

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1. We would see a federal or private institution financial grant as being necessary

a group with which we could begin a more intensive pilot study, we considered the following:

It is recognized that youngsters from deprived backgrounds come to school "with a qualitatively different preparation for the demands of both the learning process and behavioral requirements of the classroom."[1] This would indicate that the kindergarten experience for some children presents an environment which is almost completely alien to anything that he has previously experienced. It is also recognized that to maximize success possibilities for an intensive program, the earlier and longer the child is exposed to the program, the more effective it will be. It would therefore seem appropriate that we begin with our kindergarten in attempting to enrich the children's abilities, so that they can respond more fully to what the school offers. The new kindergarten registration procedure will provide an avenue for a beginning selection of disadvantaged children to be included in our program for next year (1962-63). Children tentatively identified in this way will be compared with our criteria to ensure a more discriminating identification.

We will then use the following procedure to evaluate the abilities and lacks of each child and to determine which lacks might respond to encouragement through enriching activities.

PROCEDURE

Many assumptions have been made about the perceptive-receptive abilities of the disadvantaged child. For example, it is said that he does not and/or cannot listen, that he is not motivated for school, that his attention span is short, that he is non-verbal, that he thinks in a slow, inadequate manner and that he cannot conceptualize. Research has shown that the above is not completely true, that these youngsters have abilities which we at present are incapable of measuring with our current instruments and that the disadvantaged child is more creative and aware of the school environment than we recognize.

> "Education is desired by the culturally deprived more than is generally recognized. Different segments probably want education for different reasons. ..... The difficulty in the school system arises because the school stresses education for its own sake and as a means for the development of self-expression-orientations which the culturally deprived do not share. Furthermore, the discrimination unwittingly practiced in the school aggravates the problems, and produces the schism between school and education.[2]

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1. Dr. Martin Deutsch, AProgram to Demonstrate the Effectiveness of A "Therapeutic Curriculum" for the Socially Deprived Pre-School Child.
2. Frank Riessman, The Culturally Deprived Child

Not only are our instruments not geared to evaluate the disadvantaged child's abilities but also our teachers are not attuned to discover these abilities.[1]

In order to begin to get an insight into the needs of this group we must use our visual and auditory senses for they are the only instruments of measurement that we have at present. Because we will be asking teachers to use these faculties in a different way, it is proposed that teachers participate in several sessions on how to take anecdotal records; records which will give us clues in terms of identifying and making up for the lacks that exist. It is further proposed that these sessions be led by a consultant from one of our leading universities and that he be paid from Project Able funds.

Part of the following information will be obtained in an anecdotal fashion and part by routine procedure.

I. The following information will be obtained by kindergarten teachers four weeks after the beginning of school.[2]

A. Attendance. Has child attended school regularly?

B. Behavior. What is child's behavior in the classroom, i.e. his ability to maintain his interest until a task is completed. How well does he complete a task, how long can he listen to specific directions, how much of a direction does he seem to hear, what will he do when he is confused, how aware is he of what is expected in the classroom situation? How does he react when he is reprimanded for misbehaving, does he seem to understand misbehaving, how familiar does he seem to be with the variety of equipment in the room?

C. Peer Relationships. i.e. How does he relate to the other children in the classroom, how does he show his anger, etc.? Are there children with whom he plays in most situations?

D. Home-School Relations. Has there been communication with home? If not, why not? If so, who initiated, why and what were the results?

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[1] It is commonly known that teachers come from the middle class society and that their orientation to children reflects this group.

[2] After taking anecdotal records, the teacher will discuss her findings with the social worker who, in turn, will write a

E. Physical Factors. What is the child's physical appearance (neat, clean, unkempt, etc.) How does he use his muscles, how is his gross motor coordination (skipping, running), fine motor coordination? What about his eye-hand coordination?

II. The following will be obtained by Bertram Freilich, the school psychologist:

F. Intelligence: What is the child's ability as measured by individual I.Q. tests?

III. The following will be obtained by the social worker:

G. Through observation and participation in the classroom, the social worker will make an evaluation of the child's perception of home, school and neighborhood.[1] It should be noted that as we review our district's commitment to a policy of heterogeneous grouping in relation to our kindergarten classes and as we think of "curriculum" as such for this group, we wish to view this beginning school experience as an opportunity for each child to begin establishing good, sound human relations. We would see this as being in keeping with another part of our basic philosophy which states that each child needs to develop an image that is satisfying to himself and acceptable to society. Before we can plan a curriculum that will "meet the needs and interest and challenge the abilities of each individual child within an integrated school", we need to know what are those interests, needs and abilities.

PHASE TWO - PROGRAMS FOR ACTION

PRIORITY AND GROUPING CONSIDERATION

As previously indicated, the social worker and elementary supervisor propose that the priority for action programs be designed for kindergarten children enrolled for the school year 1962-63. Our first consideration was grouping.

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[1] The findings of both the psychologist and social worker will be added to those of the teacher for a composite report on each child identified as disadvantaged.

Within this context it was noted that the interpretation of heterogeneous grouping for the 1962-63 kindergarten classes differs from that previously held. The previous criteria of nursery school training or age factors (younger or older), will not be in effect for the next year. The assumptions underlying these previous criteria were evaluated as invalid by the kindergarten teachers, pupil personnel and administrative staff. The 1962-63 classes will be composed of children representing all socio-economic and racial groups in our community. No other criteria will be included other than some consideration to parent requests for specific teachers.

Our district is committed to the policy of providing children at all elementary age levels with the opportunity to attend the same class with children representing the entire community; racially and socio-economically. The writers wish to assert that this commitment, as interpreted in our school organization provides for effective social and academic learning.

Although we are committed to heterogeneous grouping, there will be occasions when temporary homogeneous-type groupings[1] will be necessary in order to facilitate the programs specially designed for disadvantaged children. Further descriptions of the programs follow under heading, Action Programs for Disadvantaged Children.

Action Programs for All Kindergarten Children

Our ultimate goal is a better educational system for all of our children. Although we are examining the problems of the disadvantaged child, we are also cognizant of the fact that many experiences are valuable for all children. New activity and/or the broadening of standard experiences will aid in each child's development and growth. Permeating every activity will be a conscious effort on the part of teachers to develop good human relations among children.

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1. The elementary supervisor and social worker do not believe that homogeneous groupings are consonant with our philosophy of intergration. The proposed temporary groups are necessary only in that they will in the future, if given the right instruction, allow the children to participate in the heterogeneous classes without the disadvantages they have as a result of the social class structure in America.

The following is a detailed description of the program that will involve the twelve kindergarten classes.

A. Show and Tell:

Purpose: A program whose primary goal is to encourage verbal expression, to share experiences and feelings which transcend all socio-economic and racial lines, to help in the development of self-confidence, to stimulate intellectual curiousity, to present ideas verbally, to listen intelligently and discriminatingly.

Method: The present kindergarten program calls for show and tell experiences once per week in most classes. It is proposed that this activity be part of the daily program, minimumly four times per week, frequently at the beginning of the school day, lasting approximately ten minutes for each session.

In-Service for Teachers: The in-service training for teachers related to show and tell will be conducted by the elementary supervisor. Discussions of appropriate methodology will be held prior to the introduction of the program and when appropriate, during weekly meetings held each Tuesday afternoon with the kindergarten staff. In addition, the show and tell programs will be observed in action and evaluated by the elementary supervisor. The goal of the in-service program will be to help teacher develop an awareness of the need to broaden the experience of all children to include some of the less conventional types of things to show and tell about which may be more a part of the background of some children. The goal is also to train teachers on ways of expanding the child's ideas and verbal participation.

B. Activities Involving Books:

Inherent in all of the activities dealing wihh books is thegoal that children will learn to value books as sources of satisfaction, delight and ideas so that they will be encouraged to turn to books on their own.

Purpose: The activities involving books will help each child develop the ability to listen, develop an awareness of what books contain, that words tell stories about things that may or may not be familiar (through fact or fantasy) to him, provides opportunities to learn new words and organize his ideas and thoughts into more expansive phrases and sentences, to hear language which he can comprehend and which conveys concrete meaning, to begin to make identifications with book characters that will build better self-images and to aid in the readiness for reading.

Method: The activities that involve books are story reading sessions and free reading experiences. It is proposed that each class be read to by the teacher on a daily basis. The session should be planned for the propitious time; when it is sensed that the children are in need of such group experiences. The sessions should last approximately ten to fifteen minutes and involve all children in active participation through listening or verbal responding skills. This proposal does not necessarily involve quantitative change from the present program. However, the writers are proposing a new qualitative orientation in terms of all pupil involvement and teacher skills related to the reading and discussions of the stories.

Free reading experiences provide opportunities for children to explore and peruse books in a pleasant atmosphere on an individual or small group basis. Little provision of time is alloted to this experience in the present kindergarten program. It is proposed that free reading time, supervised and encouraged by the teacher, be planned for each day lasting between five and ten minutes.

Since $500. has been appropriated for kindergarten library books for 1962-63 (in contrast to $75. in previous years), it is possible to expand and change the classroom libraries frequently. Furthermore, it is proposed that the children be permitted to and encouraged to handle the books (and take them home for reading) that were previously not used for this purpose. We are fully cognizant that some books will be damaged, soiled or lost in this process.

In-Service for Teachers

Reading is an important part of the early experience of children so that the in-service for teachers under this program will be two-fold. The first in-service program for teachers will be conducted by the elementary supervisor. Methodology will be discussed when appropriate, in the weekly meetings with the kindergarten teachers. Teachers will be encouraged to use a greater variety of books; for example books that cover a wide range of subjects, books that tell about many different kinds of people. Teachers will be helped to be more aware of the meaning that words have for children and the importance of the sound of words to a child's desire to want to use language. The ear is the primary vehicle through which language is developed so that the spoken word must present the written word in such a way as to make it a challenging and a desirable experience.

The goal of the in-service for teachers will be a wider use of books as an on-going part of classroom activity. This program will be observed at appropriate intervals and evaluated by the elementary supervisor.

The second in-service program will be conducted by an educational consultant; paid through Project Able funds selected from a Metropolitan University or the Public Library. The consultant will spend two entire days (one during the first week of November and another during the first week of March) in the kindergarten and on each occasion will observe three reading sessions in the A.M. and three reading sessions in the P.M. The consultant will also conduct meetings with the teachers and elementary supervisor for the purpose of discussing and evaluating the observations and providing suggestions for improving the program in relation to our specific goals.

C. Activities Involving Library Facilities

Purpose: Prior to this school year (1961-62) no librarian was available to the kindergarten and no librarian assistance was given so that the selection of most books was made by the teachers under the supervision of the Teacher-in-Charge. For the school year

1962-63 we will have a librarian, probably through the Board of Cooperative Educational Services who will spend an equivalent of two full days a week with our kindergarten children. The request to the Board of Education for this new service was made prior to budget time in anticipation of this proposal. The experience with a librarian will be a new and highly valuable one for kindergarten children. "Language is woven inextricably into the woof and ways of all aspects of a culture" [1] and the more exposure to language and words in the early school years, the greater the child's facility for language. The experience with the librarian will have as its focus a continuation of the program of activities involving books. This activity will afford further opportunity for exposure to the world of books; there will be emphasis also on the care and proper handling. The librarian must create a climate of acceptance for all children who have had little or no experience with books so that they will feel secure enough to form good basic patterns for learning.

The librarian will select books that are to be used by the children, will assume responsibility for distributing books in classroom libraries and will supervise the withdrawal of books by children so that they will have books to take home and return. She will also serve as a demonstration teacher to classroom teachers by reading to the children on occasion. The librarian will have separate facilities set aside in the building for this purpose. Library experiences with the children will take place on an individual or small group basis outside the classroom.

In-Service for Librarian: It has been previously stated that experience with a librarian in our kindergarten is new for our district. It is proposed therefore, that the librarian be oriented to the philosophy and goals of our district and how our program is formulated to more efficiently attain these goals. When appropriate, the librarian will have discussion meetings with the elementary supervisor for this purpose. The program will be observed and supervised at regular intervals by the elementary supervisor.

[1] Newton, Eunice Shaed. "The Culturally Deprived Child in our Verbal Schools". The Journal of Negro Education, Spring 1962 pg. 184

D. Activities Involving Musical Experiences:

Purpose: Many children have difficulty in expressing themselves verbally but find in music a source of great satisfaction. Musical experiences provide opportunities for children to hear different kinds of music; to understand that all people have contributed to our musical heritage; to understand that we listen to enjoy and experience music and to know that music comes from various lands, people and that all have a place in our culture.

Method: Observation of the present kindergarten program has shown that in some classes the music experiences tend to be more of a passive-listening nature than active. The kindergarten music program needs to be altered with major emphasis placed on all children participating actively in various musical experiences; dance, rhythm bands, singing, so that the children will be helped to feel comfortable using their bodies and voices freely and expressively.

It is proposed that the children in each class be offered musical experiences 4 to 5 times per week for approximately 15 minutes, at each session. The teachers will be expected to assume the responsibility to plan in writing a balanced music program on a weekly basis which will include the various types of experiences as noted above. It is further proposed that funds be allocated from our present budget for the purpose of additional music records and rhythm instruments.

In-Service for Teachers: The in-service program for teachers improving their skills in music will be largely conducted by the music teacher, Mr. Burke. It is proposed that Mr. Burke be assigned to demonstrate music sessions 2 days per month for the entire school year. Each day that he will be assigned to the kindergarten, will be apportioned so that he will demonstrate in each of the 12 classes for approximately 20 minutes. His demonstration will be based upon a plan so that a balance in the program will be observed by the kindergarten teachers. --- For example, during the first month, he will demonstrate musical instruments, during the second month, he will demonstrate how to teach new songs, during the third month, he will explain rhythm instruments, during the fourth month, he will demonstrate dancing to records and piano, during the 5th month, he will demonstrate how to listen to records for singing, discussion and creating new songs, during the sixth month, he will teach how to lead musical games, etc. Mr. Burke will be invited to participate in the weekly meetings with the kindergarten teachers that are conducted by the elementary supervisor should his services be necessary or requested by the classroom teachers.

It is proposed that we will include in this program sessions with outstanding music teachers of the caliber of Miss Charity Bailey and a member of the community, Mrs. Greta Levart.[1]

E. Dramatic and Puppetry

Purpose: The purpose of dramatic play and puppetry is to provide children with media that will encourage them to act out life experiences (feeling and fantasy) in a creative and socially acceptable manner. Observation of the kindergarten has shown that numerous opportunities for play acting are provided through house play, during work periods and other times set aside for this purpose. However, there is a need for increased planning of the dramatics and a much stronger need for the use of puppets and miniature play with both family figures and community helpers.

Method: It is proposed that activities of play acting based upon stories read and told by teachers and children be planned for two to three times per week for approximately 15 minutes each time. It is further proposed that each class have a box of fabrics, hats, shoes, etc. so that children can act out stories. It is also proposed that we purchase additional hand puppets of a wide variety[2] representing people and fantasy animal figures which will be available to all teachers in one central place. Teachers will assume the responsibility to include puppetry play with miniature figures during work periods that are held everyday. All children will be encouraged at various times to turn to these materials as they are similarly encouraged to vary their play with materials already in use. A special part of each classroom will be set aside for puppets as it is set aside for blocks, play, etc.

1. Mrs. Levart has expressed a desire to participate in the In-Service program by demonstrating dance instruction sessions with the kindergarten children.
2. Some of these have already been purchased for next year as an outgrowth of our study with N.Y.U.

In-Service Training: The in-service program will be conducted by the elementary supervisor, home school counsellor, and social worker. The elementary supervisor will discuss the use of creative and dramatic experiences when advisable during weekly meetings, observations and supervision of on-going programs in the classroom.

If in the course of the classroom observation by the elementary supervisor it seems necessary to call on the home-school counsellor and/or social worker to observe and advise on the use of materials, time will be set aside for this purpose. If the need for additional in-service programs is seen, Mr. Nemeth, the speech consultant will be called upon for demonstration work. Further details on dramatics and puppetry are found in the section on language arts.

F. Activities Involving Social Studies:

Purpose: The purpose of the social studies program for kindergarten children is to help them develop and understanding of the work done by people in home, school an neighborhood. Through group and individual work and play, children learn to know their peers and play with them. They learn to cooperate, to take turns, to share, to respect each other's rights, to practice self-discipline.

Method: Observation of the present kindergarten social studies program has shown that the above goals are being achieved through social studies activity. However, it is proposed that an organized plan be designed with units of study over the school year. The plan will include classroom and outside experiences (see suggestions under trips). Themes of study related to home-school and neighborhood will be outlined by the teachers. The plan will also include goals, suggested activities, suggested materials and culminating activities. The teachers will be assigned this planning responsibility at the beginning of the school year and will be expected to submit their plans to the elementary supervisor by October 15, 1962. The program will start as soon as the plans have been evaluated.

In-Service for Teachers: This phase of the program will be conducted by the elementary supervisor as part of the regular supervisory program.

G. Trips:

Purpose: This activity will be coordinated with curricula themes. Children will move into the community under the guidance of the school. They will be provided with opportunities to see stories and ideas in action; they will be provided with a reservoir of information to be used later in verbal communication. Each child is to realize that he is important as he is and that he has a contribution to make to the community.

Method: When reviewing the trips taken during 1961-62, we find all of the classrooms experienced six trips outside of those on the Warburg Campus. These trips include the following: Police Station, Fire House, Airport, Farm, Railroad Station and train ride, visit to Juniper Hill. The selection of these six trips are considered wise and important for kindergarten children. However, it is proposed that changes be made both qualitatively and quantitatively so that the experiences will prove to be more expansive and more closely related to the goals aforementioned.

It is suggested that all kindergarten children take ten trips during the school year 1962-63. The school bus will be assigned to the kindergarten for two days each month. This will permit six classes to take a trip on the same day; three in the morning and three in the afternoon. The remaining six classes will take the same trip on the second assigned day of that month.

The teachers will be given the responsibility to plan the entire trip program in conjunction with the social studies themes. They will submit their plans for evaluation by the elementary supervisor, at the same time the social studies scope and sequence is completed.

In-Service for Teachers: The supervision of the trip will be under the direction of the elementary supervisor. Teachers will be expected to structure these experiences before, during and after so that maximum benefit may be gleaned. Children should be prepared for what they will see and for some discussion when they return. It is proposed that parents assist in this program and that they be especially aware of the need to guide and direct this experience for each child. Details of securing parent assistance will be worked out by the teacher-in-charge, Miss Charlotte Grant and the staff.

H. Activities Involving Arithmetic:

Purpose: The purpose of the arithmetic program for kindergarten children is to help them extend their awareness of the very basic concepts of numbers, counting and comparative concepts of: more, less, large, small, thick, thin, narrow, wide, long, heavy, faster than, as much as, part of, bigger than, etc. for all concepts pave the way to later arithmetic learnings.

Method: Observation of the present kindergarten program shows that effort is made to begin to expose the children to arithmetical concepts. It is proposed that an organized plan be designed which will include a description of weekly activities designed to teach children the above concepts; that the teacher use daily experiences such as collecting milk money and taking attendance to help children understand the use of numbers. There should be continuity and similarity among all classes. The teacher will also use opportunities during trips to further emphasize the above concepts. The plan will also include goals, suggested activities, suggested materials and culminating activities. The teachers will be assigned this planning responsibility at the beginning of the school year and will be expected to submit their plans to the elementary supervisor by October 15, 1962. The program will start as soon as the plans have been evaluated.

In-Service for Teachers: The in-service for teachers will be conducted by Miss Charlotte Grant who will, at regular intervals, discuss the entire program as it progresses with the elementary supervisor who will also observe and evaluate the program.

I. Activities Involving Science:

Purpose: The purpose of the science activities will be to encourage the curiosity that kindergarten children show concerning the world about them, to lay the ground-work for scientific learning by letting them see, smell, taste, handle and investigate both inanimate and animate objects; to help the children develop scientific understanding appropriate to their readiness at their particular developmental stage.

Method: It is proposed that a program be designed for the teaching of science that will be geared to the seasons as well as, non-seasonal experiences. There will be continuity and similarity among all classes. The teachers will be assigned this planning responsibility at the beginning of the school year and will be expected to submit their plans to the elementary supervisor by October 25, 1962. The program will start as soon as the plans have been evaluated.

In-Service for Teachers: The in-service for teachers will be conducted by the elementary supervisor with assistance from our science consultant from the Board of Cooperative Educational Services, Mr. Frank Patton. Regular meetings will be held after school to answer questions from the teachers on means of improving the program. The program will be observed and evaluated by the elementary supervisor.

J. Activities Involving Out-door Play:

Purpose: The purpose of the out-door play activities is to encourage children to play together, using their bodies to develop and strengthen their large muscles, to help in the development of good body coordination. Children will be encouraged to develop friendships with those of varied backgrounds. Play is the business of children so that it offers the most natural and fallow mileu in which each child can learn to appreciate, enjoy and respect the talents and abilities of all.

Method. It is proposed that out-door play activity take place daily when weather permits, using the entire campus and not just the levelled off area. Large play equipment (balls, trucks, sand boxes, etc.) will be used out-of-doors together with the equipment that is already available. Children will be encouraged to use part of the out-door area for planting projects to be developed in keeping with the science units.

On occasion, children may come to school without clothing appropriate for the out-of-doors which may prevent them from participating in the out-door activity. Since it is believed that because of improper clothing no child should be denied experiences that are a part of the normal school day program, it is proposed that the nurses have on hand extra articles of clothing (i.e. boots, coats, sweaters, etc.) which can be used by the children.

In-Service for Teachers: The in-service for teachers will be conducted by the elementary supervisor as needed. Outdoor play activity will be observed by the elementary supervisor who will instruct teachers in the use of equipment.

K. Activities Involving Work-Period:

Purpose: The work period is designed to provide a variety of activities from which children can select material that is meaningful to them. Freedom of selection stimulates the child to express his feelings and understandings of the experiences which he is having at school and at home. Social values are fostered as the child learns to share with others and appreciate their rights. The child's own reliance and self-control develop as he learns to use his time well, to complete the task he begins and to take proper care of the material he uses. Furthermore, the purpose of this activity is to develop muscular co-ordination, promote further improvement in known skills and help in the development of new skills.

Method: Observation of present kindergarten program shows that a variety of experiences are provided on a daily basis. These experiences include painting, block-building, and the use of household equipment. It is proposed that the present program be extended to provide for water play in the household area on a daily basis, self-hardening clay to be available in one section of the room minimumly three times per week; painting on a daily basis with a variety of colors, using large brushes; block building on a daily basis; movable trucks to be available every day (out-of-doors when appropriate);

the doll house and family figures to be available and used each day, community figures used frequently; the sand boxes to be filled and not used for storage space. Suitable pieces of lumber and tools are to be available for the fun of making things, as well as, working out construction problems.

In-Service for Teachers: The in-service for teachers will be conducted by the elementary supervisor who will instruct teachers in the use of the work period. Teachers will be encouraged to observe the children as they engage in these work play activities so that they will be able to provide help and guidance to the children. The teachers are to become involved in the activities with the children so that they can encourage children to vary their activities and so that teachers will gain insight into the needs and interests of each child. During the summer the teacher-in-charge and elementary supervisor will peruse each classroom and evaluate all materials, furniture and supplies used by teachers. There will be some redistribution of the above so that all classes have similar equipment.

LANGUAGE ARTS PROGRAM [1.]

Purpose: It is of utmost importance that we meet the needs of the children entering our kindergarten to attain fluency in their ability to use oral language. Our system of learning in education relies heavily upon oral communication, a two-way process; both receptive (listening) and expressive (speaking). Through the use of oral language the child is able: 1) to express his needs and feelings, 2) share his experiences with other human beings, 3) to be motivated to develop new ideas and feelings, 4) to put into his own words the knowledge and experiences which he has heard others express, 5) to learn to listen carefully and accurately.

According to Dr. Martin Deutsch of the Institute of Developmental Studies, in order for a child to develop effective language usage he should have a facility in the

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1. The proposal for the language arts program was written by George Nemeth, speech consultant.

in the following two areas:

- I. Expressive Speaking -
    - A. Labelling - recognizing and naming objects
    - B. Relating - this refers to intra-verbal associations which form the texture of language and deals with speaking in sentences.
    - C. Conceptual -
        - 1) relying on language for solving new problems
        - 2) dealing with the imagined
        - 3) ordering his universe by means of language in areas of experience where perceptual and motor processes are of limited use.
- II. Receptive (Listening)
    The child should be able to do the following:
    - A. Recognize pictures through painting
    - B. Recognize an error word from contextual cues
    - C. Grasp time, calendar and space concepts
    - D. Discriminate gross and fine sounds
    - E. Understand and follow directions.

The classroom teacher is instrumental in helping children in developing effective listening skills and helping the child develop a greater facility in his manipulation of oral language. In order to attain these goals it is proposed that the following be included as the kindergarten speech developmental program.

Listening Skills

Purpose: To help the child remember and understand what is said, to sensitize children to the feelings of the people around them, to help the child gain more information and be more closely identified with a situation, to listen attentively, to analyze accurately and to put into his own words the worthwhile ideas which he has heard others express.

Method: The classroom teacher should provide listening experiences in the following areas: 1. Sensitizing experiences - to make the child aware of the sounds around him - such activities as listening for mechanical sounds in classroom and outside of classroom, listening for human sounds (hands, talking, feet, etc.). 2. Listening experiences involving mechanical aids such as films, radio, television, tape recorders, and filmstrips. 3. Informal gathering experiences in order to give the child practice in selecting and evaluating information and to help the child follow sequential order, draw conclusions and see relationships through such activities as listening to records, radio and those which have content closely related to the interests of children. 4. Face-to-face situations - to teach the child to listen well enough to participate in conversation or discussion. Activities to be used are telephone conversation, giving directions and in making announcements. 5. Dramatization and choral speaking activities for the purpose of giving the child opportunities to listen for inflection and voice quality in expressing emotion and to provide the child with occasions to listen for pleasure or emotional stimulation using such activities as listening to records, radio and television programs and to participate in dramatics and choral speech activities.

Choral Speaking

Purpose: 1. To provide an opportunity for increased verbalization for those children who tend to withdraw from speaking situations. 2. To provide an opportunity to make those children who tend to be loquacious more aware of group dynamics and needs of other children to participate. 3. To help children develop a greater appreciation of poetry through choral speaking.

Method: This activity will be a part of the weekly program. The material selected should meet the following requirements: (1) It should reach the children on an intellectual and emotional level. (2) It should interest the children. (3) It should have literary value. (4) The poems selected should be adaptable for choral speaking.

In-service: The speech consultant will give demonstration lessons in the classroom situation and in addition, suggest a bibliography of poems suitable for choral speaking.

Story Telling

Purpose: The purposes of story telling are: to set up a social situation so that the children have a feeling that they are sharing with each other; to develop a spontaneity so that the children have the desire and willingness to participate; to direct the children to talk with a purpose; to help the child attain a greater mastery in sentence usage, better speech and vocabulary building.

Method: The children can learn to appreciate story telling only when the teacher is an effective model to emulate. It is proposed that the following suggestions be given to all kindergarten teachers: (1) Tell a variety of stories, folk tales, nursery, legends, etc. (2) Select a story with a definite theme. (3) Whenever possible change voice for different characters. (4) Use descriptive words and encourage enrichment of vocabulary. (5) Tell story simply and use appropriate gestures. (6) Encourage children to interrupt with questions. (7) Give special attention to diction. (8) Encourage child to tell his own stories.

In-service: The speech consultant will be available for consultation when requested by kindergarten teachers. Those observed by the elementary supervisor, who seem to be in need of help, will be referred to the speech teacher, Mr. George Nemeth, consultant.

Puppetry

Purpose: (1) To provide additional experiences so that children can express themselves through less self conscious media. (2) To make the children more aware of better speech standards. (3) To encourage the children to enrich their vocabulary and improve their oral language.

Method: Puppetry sessions develop as a result of experiences of the home and the school, stories and poetry. In selecting a story for puppetry the following factors should be considered: (1) The story must have action; (2) the story should have continuity; (3) there should be a development of characterization; (4) the story should be one which requires only a limited number of characters on stage at one time.

In-service: The speech consultant will be available for consultation when requested by kindergarten teachers. Those observed by the elementary supervisor, who seem to be in need of help, will be referred to the speech teacher, Mr. George Nemeth, consultant.

Creative Dramatics

Purpose: The same purpose for the use of puppetry may be applied to creative dramatics.

Method: Everyday occurances, stories, folk tales, poetry, legends, etc. may be used for creative dramatics. The teacher, when planning the dramatization should think in terms of characters; she should keep the situation informal, she should invite an audience and use every child possible. The children should plan the sequence of events through group discussion.

Informal Conversational Situations

Purpose: To create an atmosphere wherein the child can be spontaneous and natural; to teach the child a sense of logic and continuity in his usage of oral language; to help individual children become part of a conversational group; to encourage them to evaluate their own conversational assets and liabilities.

Method: No child should be forced to talk but if the period becomes a happily anticipated outlet for genuine interests, in time, children will come to share in it voluntarily. During these informal conversational situations teachers should encourage simple courtesies (ex. thank you, etc.); the classroom teacher may also make use of telephones as a means of creating informal speaking situations.

In-Service: The speech consultant will discuss in further detail with teachers, criteria and material that can be set up for informal speaking situations.

Discussion

Purpose: It teaches respect for information, it provides an opportunity for the group to think out problems, it allows children to follow their own thinking and helps individuals to become more sensitive to group dynamics, and promotes better human relationships.

Method: The discussion should develop naturally in a group there is a common interest that requires planning, solution or agreement. The teacher should direct the discussion and assist the children in defining their problem and organizing information.

In-service: The speech consultant will discuss in further detail with teachers, criteria and material that can be set up for informal speaking situations.

Oral Reading

Purpose: To expose children to good literature, to prepare children for reading readiness, to expose children to good speech, and to share enjoyable experiences.

Method: The classroom teacher should read aloud to the class as often as possible. In order to convey the story to the class, the teacher should understand the meaning and feeling of the story and be capable to impart the above to the audience.

Speech Awareness Through Games

Purpose: To help children discriminate speech sounds and to help improve children's speech standards.

Method: The classroom may use such games as (1) Pantomime - pantomiming words that begin with a particular sound; (2) asking the child to select the correct pronounciation of words ($64,000. question); (3) reading stories that emphasize a particular sound (speech correction through story telling units); (4) using tape recorder - having children think of words that begin with a particular sound.

In-service: The speech consultant will be available for consultation when requested by kindergarten teachers. Those observed by the elementary supervisor, who seem to be in need of help, will be referred to the speech teacher, Mr. George Nemeth, consultant.

The proposed language arts program outlined on the previous pages will serve as a guide to teachers for their daily work program with all kindergarten children. It should be noted that the speech consultant will be available to demonstrate techniques as requested by teachers. He will also observe the language arts instruction in all kindergarten classes so that he may serve on a consultation basis and while observing, select those children who will need further diagnosis and special help with him, whether, they be deprived youngsters or those who exhibit symptoms of speech problems.

Before presenting phase three the writers would like to state that the foregoing has been a detailed discussion of the total program that comprise "curriculum" for the kindergarten child. In this material, full recognition and evaluation has been given to the present program in relation to our district's philosophy and goals and in addition, proposals have been made in terms of broadening the program. The length of each proposal has varied but all activities have been given full consideration. Purchases will be made to facilitate all suggested activity. This will include readiness materials which were not included in the kindergarten program in previous years.

PHASE THREE - PROGRAMS FOR ACTION

"Each child is an individual in his own right, but each also has many characteristics which are common to almost all children of this age group. Some children come eagerly to school, others are fearful and timid. Some may be gifted, many will be 'good average' and others may be 'slow learners'. Some may want to talk most of the time, others will find it hard to converse. Some have already had wide, rich experiences with their families; some may come from homes where there are few picture books or toys and where children have not been taken on trips or had other enriching experiences."[1.] We see from this that all children come to school ready for additional satisfying and rewarding experiences which the school has to offer. The foregoing proposals are presented with these needs in mind.

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1. Bureau of Elementary Curriculum Development New York State Education Department "The Elementary School Curriculum An Overview" 1954- page 17.

ACTION PROGRAMS FOR DISADVANTAGED CHILDREN

Research has shown that some children come to school devoid of the kinds of prior experiences that will promote school success, and as they continue through school the gap widens between their ability and their achievement. Eventually, these youngsters lose interest and fail to complete a secondary education. Children who come from homes where there are opportunities for school-oriented experiences are more apt to attain success in academic areas. The homes from which disadvantaged children come, lack the motivation and necessary atmosphere to encourage school achievement.

It is of state as well as national concern that some groups of children consistently show low school achievement. It is recognized that in this group there is much untapped talent which is not being utilized. At this point in the history of our country every available resource is needed so that it is imperative that we begin to weave into our school program, ways of enriching the abilities of many of our youngsters. Since school is the first socializing institution the child enters, our district has assumed the responsibility for making-up many of these lacks in this setting. In our definition of the disadvantaged child, we indicated that for this group there is a significant deficit in experimental-economic lacks and relationship-emotional lacks. In our action program we plan an extensive approach which, if continued over a significant period of time, will attempt to make up for these lacks. As has been stated previously, in order to effectively carry out a program for the disadvantaged child, and in order to maximize our success possibilities, we will have homogeneous groups of these children for task-oriented activities. This will provide opportunity for a more intensive, in-depth program, for a deeper concentration on the needs of each individual child, and for the specialist to relate to each child as an individual.

For many of the disadvantaged children, their experiences related to the broader aspect of community and world life are limited so that in some instances, they have not traveled beyond their immediate neighborhood. A child, to be motivated to seek a better life for himself, needs to be exposed to situations that widen his horizons. School success then becomes a means of attaining some of these gratifications.

Planning and carrying out a meaningful program for the disadvantaged child that will help him more ably meet the demands, both academically and behaviorally, of the present classroom is a tremendous task. Following through on a program so defined will mean adding a new dimension to our long established method of curriculum presentation, gaining knowledge and understanding of a culture which is different from the one that is generally known and accepted and which traditionally has been thought of as not being worthy of acceptance and/or emulation. It will also mean shifting our perceptions of the child from the belief that he comes to school with very little on which to build to the belief that we are limited in our ability to understand, evaluate and build on that which he has. Of the above, the most crucial area for study before embarking on curriculum presentation is to gain a basic understanding and knowledge of the culture and environment from which the children come. With this orientation, the teacher is better able to empathize with the youngster and to begin to build on the assets that he brings rather than to reinforce the already existing feelings on the part of the youngster, unconsciously or otherwise, that he is doomed to failure or that he will achieve little success. The child needs recognition for the experiences which he had prior to school entrance. To do this, the teacher must begin where the child is, with what he has.

With the conviction that effective teaching has to build on understanding and respect, it is proposed that at the beginning of the school year all teachers on the kindergarten level participate in three seminars based on a sociological study of the disadvantaged child, his environment and culture.[1] Frank Reissman separates the concepts of culture and environment and this separation has meaning to the writers for in order to appreciate and understand the culturally deprived child one needs to look not only at his environment which includes inadequate housing, limited access to leisure time, facilities, etc., but also his culture which includes traditions, mores and values all of which have meaning for the child in this group as well as in any other group.

It would be particularly helpful if the seminars could begin prior to the children's coming to school so that the teachers begin with the children as positively and as knowingly as possible. Since this is not possible, it is suggested that they commence at the very beginning of the school year.

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[1] All other professional staff members on the elementary level will be invited to attend the seminars.

It is also proposed that these seminars be conducted by an outstanding sociologist who has done considerable research in the field, possibly Frank Reissman or Kenneth Clark. A priori knowledge of the disadvantaged child's background will not suffice unless accompanying this are first hand experiences through which the teacher sees in action some of what she has read in theory. Teachers need to see that part of the community from which the children come in terms of where the children live, how they live, the kinds of institutions (churches, businesses, etc.) that exist in the areas, how leisure time is utilized, how they play, with what and where? It is therefore proposed that the teachers take a walking-guided-tour through the areas from which many of the disadvantaged children come, with specific instructions as to what to look for and directions to record what they see. The tour will be followed by a discussion in which some attempt will be made to pull out of this experience both the positives as well as the negatives. The tour will be lead by a selected member of the community following school dismissal one day in late September. The discussion will be the take-off point for the consultant-leader of the seminars noted on the previous page.

This following proposal is a detailed description of the activities that will be especially geared to the lacks of the disadvantaged child. Although he will take part in activities for all children, because of the severity of his deficits, he will also experience a more extensive program geared specifically to meet his needs.

Activities Inovlving Special Trips

Purpose: It is commonly accepted within the educational experiences both within and outside the school. Outside experiences that meet the criteria as being educationally sound are provided so that children's curiosities are both stimulated and answered and so that youngsters' awareness of people, places and things is expanded. As we become more aware of the background and experiences of the disadvantaged child we find that many have not had the opportunity to experience trips beyond their immediate environment. The ride to school may be for some children, the only opportunity to see sections of the community otherwise unavailable. Both the elementary supervisor and social worker are of the opinion that the school must assume the responsibility for giving the child experiences which the family, up to now, has been unable to assume. These experiences are important since it is hypothesized that they help the child to be more ready for the, within-the-school activity. It is proposed that the identified disadvantaged group be provided with selected trips in addition to those experienced with the entire class. The emphasis will be on sensitizing the youngsters to the awareness that what he sees is within his world, to build a kind of enthusiasm for seeing and experiencing the unknown, to help in establishing the basis for a development of critical thinking and evaluation which, if fostered early in life, tends to give a youngster the personal security that both he and what he thinks, are important. Stressed throughout the work will be the child's individual relationship to the adult or adults involved.

Method: It is proposed that in addition to the regular trips, the disadvantaged child take eight trips, one every month beginning with the month of October, through the month of May. The group will be divided into small groups of six with an adult who will be responsible for making the entire experience a significant one for the child. For trips that are of a 1/2 day duration, the total will be divided, so that the A.M. kindergarten group will take the trip in the afternoon and the P.M. group will take its trip in the morning.[1] If trips are planned for an entire day possibly a Saturday or a school holiday will be used for this purpose.[1] The social worker, home-school counselor, and parents will be used for this purpose. Trips will be planned and structured to help each child get the most from them; to encourage each child to discuss the experiences, to set up objectives for the trips, to help the children understand why they are going, what they may see, to encourage them to ask questions about what they see.

Local trips were planned with several purposes in mind: to have children see places where members of their own community work, to help the children develop pride in a variety of occupations and to have the children feel that the school gives recognition to all vocations. Both local and distant trips will be planned by the staff with the foregoing goals in mind. It should be emphasixed that adults utilized in this activity must be totally involved in the experience.

1. Children will bring lunch to school.

Training for Parents: The training of parents will begin with several sessions conducted by elementary supervisor and social worker in orienting them to the need for these additional experiences: the planning that will take place before and after each trip. Some help will also be given in terms of approaches to be used in eliciting certain responses from children. The parent will be helped to make this an active experience for the children rather than one of passively observing.

Activities Involving Books

Purpose: The purpose of this activity will be to provide for the disadvantaged child, individual reading experiences which will encourage his curiosity, stimulate his imagination and arouse his interest and to expose the youngster in a one-to-one relationship to story telling, poetry and other forms of literature appropriate to his age level. Research has shown that, "Books used in beginning reading practically never base context upon the experience known to the whole range of children using the books. The experience of the huge majority is, in fact, usually ignored. The very books designed to teach children to read actually cannot be read by some children. Not a single series of readers include the experience of the lower class child."[1] With this in mind, it is hoped that our individual reading experiences will have as its focus, an attempt to make the material more meaningful.

Method: It is proposed that individual reading experiences be provided for the disadvantaged child on a two-to-three times per week basis, minimumly for 10 to 15 minutes. These experiences will be provided by the librarian, social worker, home-school counselor and volunteer persons from the P.T.A. or other interested groups. A special room set aside for this purpose will be provided to which the child will be taken for this activity. Time set aside for this may be simultaneous with the group reading experiences in the classroom. It is hypothesized that the individual reading experiences that the middle class child has within the family group, help toward his greater amenability to the learning process. Within this experience, we will provide for the disadvantaged child the kind of experiences that other children get at home. Books that are carefully selected by the librarian, will be available for the children to take home. Program, for the children's enjoyment and for gaining language

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1. Education & Income by Patricia Cayo Sexton-1961 Pg.35 and 36.

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skills will be developed in which the child will tell, re-tell and dramatize stories, acquire new concepts, new vocabulary, develope brief experience charts of their own stories. Attached to each experience chart might be the children's own painting or pictures that will help the less mature child in identifying his stories. The children may visit the White Plains Library for the purpose of seeing and using books that are available to them.

In-Service Training: The in-service training will be conducted by the elementary supervisor who will acquaint the adults with the needs of the disadvantaged child as related to reading experiences. Consultant help will be provided by a specialist from the public library[1] who will come on three occasions during the school year to observe the program and to assist the adults in developing additional skills. Periodic conferences when appropriate will be held with the elementary supervisor for observing and evaluating the activity.

Activities for Developing Auditory-Visual Perceptual Skills (Language Arts)

Purpose: The purpose of this activity is to help children develop visual and auditory discrimination, to identify objects and symbols, to perceive likeness and differences in size, shapes, and colors. It is hypothesized that the above activity helps prepare the child for the reading and oral language process. Being ready for reading means being able to pay attention, perceive small details, and follow directions. When children have been carefully prepared for the experience of reading, they will take this new step with eagerness and with the zest that comes with successful accomplishment.

Method: It is proposed that the disadvantaged youngsters meet with the school psychologist, Bertram Freilich and/or the social worker, Doris McKelvy, the remedial reading specialist, Doris Burns and the speech consultant, George Nemeth, one time per week, in groups of five to eight for a period minimumly of 1/2 hour duration to be drilled on the recognition and development of visual and auditory skills. These persons will observe classes to sharpen the diagnostic study required for each child in order to design an appropriate program. Methodology of the total program will be expanded by the group and submitted to the elementary supervisor on or before October 15, 1962. A special room will be set aside for this purpose and materials ordered accordingly.

In-Service training: Those involved in this phase will meet periodically with the elementary supervisor to assess the strengths, weaknesses and progress of the activity.

A major interest in educational circles of late has been the language ability of the disadvantaged child. The profession is in disagreement about the above; some persons believe the disadvantaged child is less verbal than the middle class child, have limited verbal experience with adults and need very specialized training in communication. Others believe the disadvantaged child enters school with perhaps different speech patterns and grammar but that they are quite able to communicate. The latter also feel, however, that since the teacher has difficulty relating to and understanding non-middleclass children, she responds to the disadvantaged child in a manner, unconsciously or consciously, that pushes the child away from learning in school.

Neither of the two extreme beliefs may have validity to our understanding of the disadvantaged child's language ability. It is proposed that the speech consultant, social worker and psychologist study this problem during the year by observation and participation with children and by reviewing the literature in an attempt to clarify the issue. It may be necessary for some staff members to meet with outside consultants or have special training at a university.

Parent Group Meetings

Purpose: It has been previously indicated that in order for our school program to achieve maximum success, we need the interest, enthusiasm and encouragement of the parents for they are a necessary adjunct to any program that the school initiates. Previous studies have indicated that parents are willing to take part in any program which they understand and which they see as a vital part of the child's school success.

For the middle class child the home is already an established agent through which he receives stimulation, has the adult-models with whom to identify, has the necessary aspirational goals set for him and has the positive pressure that's necessary for him to achieve his maximum potential. All of the above seemto act as catalyst agents for attaining the school success which many of these children achieve.

The homes from which the disadvantaged children come are not equipped to enhance learning so that the school must intervene. "For the middle class child, school represents an experience continuous with his home experiences, whereas for the lower-class child.........school is discontinuous".[1]

The school is the first socializing institution that the child enters upon leaving the home. Although his beginning experiences in school have a decided affect on his total personality, the home continues to be the major focus in terms of the child's allegiances, strivings and his need for approval. The home is the most potent giver of approval and satisfactions upon which the child's total growth, development and mental health depend. It is hoped, however, that as the child continues in school his need for approval is displaced on to teacher and peers so that achievement is tied up with the rewards and gratifications which the school offers. This transferral or displacing of aims and aspirations seem to be affected for the middle class child primarily because his home does not tend to work in opposition to (consciously or unconsciously) the many standards set up by the school but together with them to achieve their mutually desired goals. "Of the major socialization foci for the child, the most potent agent is the home and the family. Later on, the efficacy of the school and the larger environment increases. However, there is some evidence, in drop-out statistics and the like, that the school never does achieve much of its potential socialization influence for the children in the experimental group. (disadvantaged children) This presumably indicates that a poor home experience, predisposes the child to be less, rather than more, easily reached by the school as a socialization institution. The problem here is more than a simple disharmony between the implicit value system of the home, and the explicit values of the school. Rather, there seems to be a complete absence of preparation for the school experience. It is not that the parents are 'anti-school' but that the rewards of schooling are foreign to their experiences. This would imply that the school cannot presuppose that the child comes to it acculturated to its purposes."[2]

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1. Deutsch, Martin - Minority Group and Class Status As Related to Social & Personality Factors in Scholastic Achievement. Monograph Number 2, 1960.
2. Same as "1" above - page 9.

Method: It is proposed[1] that concurrent with our special program for the disadvantaged child we have 7 monthly meetings with parents beginning in November through May. Letters will be sent to parents inviting them to the meeting and individual home visits will be made. The latter will also serve as a further check on our selection of the disadvantaged group. The following objectives will serve as focus for the meetings:

1. To present the objectives and goals of the total school program and how the kindergarten program is geared toward establishing a solid foundation for helping children achieve these goals within their abilities.

2. To explain aspects of the program provided specifically to meet the needs of the disadvantaged child; why and how these activities were developed.

3. To show that mutual responsibility is necessary in order to achieve our goals.

4. To plan specific activities which the home must provide and the definite contributions the home can make in solidifying any program begun in the school.

Every opportunity will be made by staff to plan with parents ways of facilitating their attendance at the meetings which may be held in the geographical areas in which most of the parents reside. Aside from the large group meeting, we will have smaller and/or individual sessions for counselling of parents if indicated. The content of the large meetings will include those points mentioned above with primary focus on the practical meaning that school has in terms of the future i.e. - encouragement and expectations, a place to study for the child, paper and pencils, the importance of school attendance, lunch money, etc. Further planning for the small group meetings will take place as the large group meetings progress. It is further proposed that the meetings be conducted by the social worker, home-school counselor, and/or psychologist since it is recognized that the competency of these disciplines are best appropriate for this activity.

Audio-Visual Aids:

Film Strips: There are many media of communication that can be used within the school setting with children in accomplishing our educational goals. The use of film strips is a recognized tool among educators to be used in achieving academic purposes and broadening children's experiences. To this date our kindergarten has not used films or film strips frequently as a part of the program. It is proposed that the teaching staff preview film strips that are appropriate for kindergarten children and that they be shown when advisable coordinated with the curriculum.

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[1] This proposal was outlined by Mr. Kenneth Haskins, Home-School Counselor.

A recapitulation of all activities for the disadvantaged child with specialists outside of the regular classroom, must be shared with the classroom teacher and ways found by the teacher to capitalize and follow through on gains that the youngsters have made. Although it is recognized that at present the only means for meeting the needs of the disadvantaged child is to withdraw him for special, task-oriented activities, the ultimate goal is for each child to be able to function optimally within the regular integrated classroom program.

Evaluation

The previous pages have presented various proposals designed to meet the needs of all kindergarten children in two programs; activities for all children and special, additional activities for the disadvantaged. As the year progresses undoubtedly, we will find omissions or areas overly emphasized. Changes will be required.

The entire subject of evaluation is yet to be outlined. We plan to design some evaluation instruments during the summer of 1962 through the combined efforts of the administrative and pupil personnel staff.

Project Able Rooms

Activities involving the use of space other than the regular classrooms, will take place in the following areas:

1. The room outside of Miss Doyle's room.
2. The room beyond the nurse's office.
3. The conference room on the 2nd floor.

Informing the Staff

Some consideration was given to when the entire staff would be informed of the kindergarten proposal. Although our enriching program for the next year will involve primarily the kindergarten teachers, it is important that all staff be aware that this proposal is an outgrowth of all the thinking and work of the entire staff. In order that the proposal be introduced in the most effective, most meaningful way, the writers are suggesting that total staff receive copies of the proposal at the beginning of the next school year and that the elementary supervisor discuss the proposal in a general staff meeting. It will then be important for kindergarten staff to have an opportunity to review and discuss Project Able in its entirety and the specifics of this total proposal before its implementation. This can be handled in a separate meeting early in Septmmber.

A Final Note On the Proposal

We are aware that numerous limitations exist in the proposal because the entire staff was not involved in the writing. The preceding pages are offered as a proposal to be reviewed by the professional staff and Board of Education. We welcome the responses of the Board of Education, of Dr. George Fitch, Supervising Principal, Miss Grace Schmidt, Principal of the Kindergarten School, Miss Charlotte Grant, Teacher-in-Charge of the Kindergarten, and the pupil personnel and teaching staff. With critical analyses of the proposal, success of its implementation is further guaranteed. The responses of those evaluating the proposals will be added to the original in the form of an addendum prior to circulation of the proposal to the entire staff.

We anticipate that this Project Able proposal for the kindergarten will influence some of the thinking of those working and planning for the other grade levels next year. Should the kindergarten proposal be accepted for the school year 1962-63, we plan to design another detailed proposal appropriate for grade one and/or two, 1963-64.

Since Project Able schools as outlined by the State Education Department are entitled to financial support for experimental programs over a five year period, we look forward to detailed proposals extending through grade six.

ADDENDUM TO THE PROPOSAL

A meeting of the administrative and pupil personnel staff was held on June 20, 1962 to be informed of and evaluate the proposal. Those in attendance were Dr. George Fitch, Supervising Principal, Principals Grace Schmidt, Mary Shean, Aaron Lipton, Teacher-In-Charge of Kindergarten Charlotte Grant, Kenneth Haskins, Home-school Counselor, George Nemeth, Speech Consultant, Bertram Freilich, School Psychologist. Mrs. McKelvy and Dr. Waxman read the entire proposal to those attending the meeting.

The response to the proposal was positive on the part of all members in attendance. The following suggestions were offered to be added as an addendum to the proposal:

1. Copies of the proposal should be given to the Board of Education at their next meeting scheduled for June 25, 1962.
2. The implementation of the proposal should be in effect beginning September 1962.
3. Kindergarten teachers should be given an opportunity to review the proposal prior to the closing of schools on June 22nd. We decided to hold a meeting with the kindergarten teachers at 10 o'clock on June 22nd. At that time Dr. Waxman and Mrs. McKelvy will read and discuss the entire proposal and questions will be raised by the teachers. They will also get a copy of the proposal to keep over the summer.
4. Further stress needs to be noted on the part of the proposal dealing with relationships among children and between child and adult too.
5. Parents of the disadvantaged children will be encouraged to participate in trips. These parents have previously not been involved in such experiences.
6. In some way, we may design some kind of controls for this study so that evaluation may be more effective.
7. Any plans for social studies or other curricular areas should be planned with the curriculum for Grade One in mind. Continuity will be especially important in any of these areas.
8. Further awareness about disadvantaged children's understanding of time, space, etc. should be made on the part of the specialists working with the children as well as classroom teachers.

9. Evaluate whether Mr. Burke's music demonstrations should be held with two classes at a time.

10. We should evaluate the possibility of using Miss Miriam Reader, physical education teacher, as a consultant for rhythms and dance work.

11. Some related research has been conducted by Dr. Pollack. Mr. Lipton will supply us with further information.

PROJECT ABLE - ADDENDUM NO. 2

June 25, 1963

A meeting of the Supervising Principal, elementary supervisor, pupil personnel, kindergarten teachers and nurses was held on June 22, 1962 to discuss the kindergarten proposal for Project Able. Those in attendance were Dr. George Fitch, Dr. Sinai Waxman, Mr. Bertram Freilich, Mr. Kenneth Haskins, Mr. George Nemeth, Mrs. Doris McKelvy, Miss Charlotte Grant, Mrs. Susan Segaul, Miss Doris Doyle, Mrs. Rosemarie Disbrow, Mrs. Linda Bettinger, Mrs. Margaret Rockerfeller, Mrs. Ann Hehir. Dr. Waxman and Mrs. McKelvy read the proposal to those attending the meeting. All agreed that the proposal has merit and that we should begin implementation in September, 1962.

The following suggestions are to be included as the second addendum.

1. In writing a proposal, areas of activity are separated to give emphasis. However, in reality there is much more overlapping than would appear on the surface.

2. The entire proposal seemed over-whelming to teachers and questions were raised as to how each area will be covered in the amount of time that is available.

3. All activity needs to be planned by teachers so that children will begin to be more comfortable with the limitations and structure that is set up.

4. A considerable amount of work is needed in order to implement the proposal. However, specialists will be available to assist teachers in the process.

5. In addition to the walking-guided tour, home visits may be appropriate for teachers.

6. We need to be sensitive to the feelings of people living in areas through which we go so that a positive impression is left with the community.

7. Nurses have found that families are more accepting of them visiting in their home than they are of other persons. We may want to use the nurses in this capacity if we feel that it is warranted.

8. Audiometer tests should be given to children at the beginning of the year so that the results can be used in our diagnosis of the children's total needs.

9. A thorough investigation of the Old Tarrytown Road school will be made to see if there is play equipment that can be used by the kindergarten children.

10. The difficulty in getting large pieces of equipment on the playground needs to be considered. Perhaps some means (i.e. a shed) of storing equipment out-of-doors can be devised.

PROJECT ABLE - ADDENDUM NO. 3 July 6, 1962

This addendum was written by Mr. Kenneth Haskins, Home-School Counselor

Parent Group Meetings

I. Reason for Meetings: The proposal of this aspect of the project is based upon the premise that the goals of the parents and the school regarding the academic success of the children are similar and mutual. It is further recognized that the school as it is presently organized flows from an experience which is geared toward middle class values and is in many ways alien to the experiences of non-middle class families. In planning to meet with parents of the disadvantaged child, two major goals are seen.

1. Better communication between the school and parent - definition and clarification of mutuality of goals - areas of similarity and areas of difference.
2. Helping the parents to become aware of the power they have either individually or as a group toward controlling and changing some of the circumstances of their lives.

II. Process

1. Letter to family
2. Home visit and interview
3. Seven group meetings
4. Smaller group meetings, family meetings or meetings with individual parent interspersed between regular group meetings where indicated.

III. Letter

1. The letter should be sent by the person who will direct the meetings and the Elementary Supervisor.
2. The letter should be addressed to Mr. & Mrs. if there is a father in the home.
3. It should describe in very broad terms the lacks in education we are trying to overcome; our beginning concentration on kindergarten; our need for help from the parent; our plan for monthly meetings; and our desire to visit them at home to explore this further. The emphasis in the letter should be on their child, and the desire for a home visit should indicate the wish to come at a time when both parents can be seen together.

IV. Home Visit

This will serve two purposes:

1. Diagnosis: Observation of the home will give indications as to living quarters; cultural stimuli in the home; influence of family members upon each other, etc.
2. Beginning of process of meetings: Probably the person visiting will be the staff member who will lead the meetings. This provides an opportunity for the family to meet this person, assess her attitudes, and make the beginnings of a committment of involvement with the group.

The home interview should be as much of a family interview as is possible. If there is an extended family in the home such as grandparents or aunts and uncles, they should be included in the interview and also invited to group meetings. Older children can be involved in the interview although not invited to the larger group meetings.

The home visit should allow the parents and others to ask probing questions as to purpose, reason, etc. for the group meetings. On the other hand, this is the time to make plans as to how the parents can arrange to come. What is the best time? What is the best location? Are there problems of transportation? Are there babysitting problems? Wherever possible the family should be helped to use their own resources to meet their needs. The next resource would be that of other families in the immediate area who will also be involved in the meetings. The third resource will be the school, P.T.A., teenagers, etc. helping once problems in mechanics are identified which can't be solved by the first two resources.

Throughout this meeting our focus should be on what can be done (building on the strengths of the families) with the exception of the correlation between income and opportunities and our intention to try to bridge this gap.

V. Group Meetings

There will be seven group meetings. The groups should not have more than fifteen members - less, if possible. A group should not have less than eight members. When a group member does not come to a meeting there will be some type of follow up (letter, phone call, visit) by the group leader. When a person does not come, the first assumption will always be that something unforeseen prevented him from coming.

The general topics of the first two meetings should be planned by the group leader. The meetings, however, should be free discussion with group members participating and answering and questioning each other. The leader will provide direction and at times clarification. Hopefully the group will be able to identify for themselves problem areas to pursue after the first two meetings. If not, the leader can be responsible for the broad topics until the group is ready to direct itself. The professional leader should also take responsibility for encouraging latent leadership in individuals in the group and in getting less verbal members to feel free enough to participate. The possibility of having some persons in the group with some forms of emotional disturbance must also be recognized.

Depending upon the meeting place, the atmosphere should provide for informality and relaxation. Such things as coffee and cake should be available. The leader can determine at what time some of the members might take responsibility for the "cake" while we supply the coffee.

1. First Meeting

This will primarily be used for getting acquainted. Parents can tell where they live, number of children, what they expect from school - in addition to raising more questions about the project and what it means to them personally and as a group.

This meeting will also be one in which the type of meetings to be held will be described - the need for the parents feeling free and contributing honestly not only positives but also negatives about their lives, the school, etc.

Future plans such as help on trips, etc. can be explored for possible volunteers.

2. Second Meeting

This meeting can begin in more detail to go into the background and importance of language development; the need for a place to study, the importance of an atmosphere encouraging learning, the positives of sending children to school everyday, pencils, pads, lunch, etc.

These, of course, based upon the concept of education as an economic investment and the need to look toward the future and further examination of values needed in the "streets" and values needed in school. How can parents overcome and support some of the peer values - encouragement of communication with teachers and direction and support for asserting themselves.

3. Third - Seventh Meetings

Hopefully these meetings will be defined by the needs of parents in addition to the evaluations of how parents and school see response of children to intensified program. We may find additional future meetings will require a resource person (perhaps on diet or health). Should the need for a special meeting arise for a few parents, they can meet in a small group at a time other than the seven meetings. A home may be used for this purpose.

Possibilities of tape-recording these meetings should be explored and if decided upon, explained to group members. The meetings should be at least 45 minutes in length with time at either end for very informal talk or more specific individual questions to the group leader.

PROJECT ABLE - ADDENDUM NO. 4 August 27, 1962

ROLE OF THE PSYCHOLOGIST AND SPEECH CONSULTANT IN PROJECT ABLE PROPOSAL

by

George Nemeth, Speech Consultant
Bertram Freilich, Psychologist

The role of the psychologist and speech consultant is to further identify, observe, diagnose, evaluate and provide a remedial program for disadvantaged youngsters in terms of their:

a) physical health
b) intelligence
c) language development
d) emotional and social growth

I. Procedure:

The speech consultant and school psychologist will do an intensive observation and investigation of the kindergarten pupils who have been tentatively identified as culturally disadvantaged. This was determined by a study of kindergarten registration forms and will include pupils who subsequently are found to fall into this category. The speech consultant and psychologist will spend the first week of the school term in the classroom. This will allow for an opportunity to become better acquainted with all pupils and to work more closely with the classroom teacher. It is hoped that being part of the classroom situation will better enable us to establish a greater rapport with the pupils as an aid in obtaining reliable and valid measures of their skills, their abilities, their strengths, their weaknesses and their personality.

Since motivation is a vital factor in obtaining reliable estimates of intelligence, it is considered essential that the Pupil Personnel staff members get to know youngsters as much as possible.

The speech consultant will continue to spend the next five weeks in the classroom situation consulting with the classroom teacher in terms of:

a) improving communication between teachers and pupils
b) demonstrations in terms of improving language arts curriculum
c) participating with the teachers in specific language arts areas
d) working with small groups and in particular working with

II. Diagnosis:

It is felt that a diagnostic appraisal of the attributes of the culturally disadvantaged group is essential in determining what their needs are and points to the type of remedial program that can be helpful.

Based upon research and a study of the literature, as well as consultation with outside resources and, as an outgrowth of the original Project Able Study, the following list of areas has been delineated as significant in terms of measurement and evaluation.

All initial testing of culturally disadvantaged youngsters (following intensive observation in the classroom) will begin between the 4th to 6th week of school. Retesting or post-testing will be administered at the end of the school year.

A. Intelligence

Tentatively, it is expected that an individual intelligence test will be administered to the group by the psychologist, probably the Stanford-Binet. Additional measures of expressive and receptive intelligence may be used, for example;Peabody Picture Vocabulary Test (PPVT), Binet Vocabulary Test, Columbia Mental Maturity Scale, Goodenough Draw-A-Man, etc.

As intelligence is difficult to measure and reflects the intent as well as the bias of a single test, we can also infer that factors of cultural deprivation influence perhaps significantly, the measurement of intelligence. Consequently, several formal and informal estimates of mental ability will be utilized. Pupils will be classified into several major categories, for example; average, above average, below average and possible mental retardation. In addition, a classification of the functional intelligence of culturally disadvantaged youngsters based upon classroom observations of children may be helpful since measured intelligence may differ widely from the functional intelligence displayed by these youngsters in class.

B. Physical Development

1. We are recommending that a general physical examination be administered early in the school term (September, October) for the total kindergarten class.

2. We recommend that visual and auditory examinations be administered early in the school term (September, October) for all kindergarten pupils.

3. Evaluation of the kindergarten registration forms and medical forms will be made by the psychologist, speech consultant and nurses to aid in determining whether any significant physical and developmental abnormalities have occurred.

4. Diagnostic studies will be done to determine whether any neurological disturbance exists in cases of suspected "brain dysfunction" in the culturally disadvantaged group.[1]

This information will be elicited by a study of the behavior of children, a study of the developmental history and medical records, and a psychological examination.

C. Language Development

1. Auditory discrimination - is the culturally disadvantaged child able to discriminate gross and fine sounds? Some possible tests that will be included will be the Wepman Auditory Discrimination Test, testing of individual sounds and words and an informal subjective evaluation by the speech consultant.

2. Receptive Language (comprehension) - can these children recognize pictures through pointing, recognize an error in words from contextual clues, grasp time, calendar and space concepts? The tests used will be the Wepman, PPVT, and the SRA Primary Ability Test.

3. Expressive Language - Testing for the child's ability to verbalize--are these children able to recognize and name objects? How well do these children speak in sentences? How large a vocabulary do these children have? Do they have any particular speech problems that require remedial work? Tests used will be the Binet Vocabulary Test, Word Association Test, Picture Association Test, The Wepman, PPVT.

4. Subjective Appraisal of Teacher-Pupil Relationship as it Affects Pupil's Quality and Quantity of Verbalization - Appraisal of the teacher's facility to interact verbally with the culturally disadvantaged child--do these youngsters lack verbal skills or do they possess skills that the school does not tap?

5. Listening Skills - Do the culturally disadvantaged children understand and follow directions. Are they actively involved in listening to the teacher's instructions and do they have adequate attention spans? What is their reaction to listening to the teacher in a group situation as opposed to small groups or individual contact with the teacher?

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[1] a term to be used as broader and more operational than is the diagnostic classification "brain damage" which supposes a clear central

6. Semantics - Do word symbols have the same meaning for culturally disadvantaged youngsters as compared to the meanings attached to words by middle class youngsters?

D. Emotional and Social Growth

Vital to the performance of all children in school is their emotional and social growth. A study of each child's development in these areas is essential in learning how to help youngsters cope more successfully with the academic climate of the classroom. What is their capacity to relate, to identify, to share and cooperate? What kind of self-concept is developing? How does one get along in a group? Do culturally disadvantaged youngsters substitute physical activity for lack of verbal skills? Do culturally disadvantaged youngsters have a smaller or narrower repertoire of responses to authority, to frustration and conflict, to demands, etc?

Subjective appraisals will be obtained through ratings by the teacher, speech consultant and psychologist. Some formal testing will be included, for example; Goodenough Draw-A-Man Test, Bender-Gestalt Test, Modality Shifting Test, and Vineland Social Maturity Scale. The latter test may be administered to parents in cases that require it because of the nature of the child's problem.

Dr. Peter Laderman, School Consulting Psychiatrist, will be available for consultation in helping to determine diagnoses both as regards emotional disturbance as well as possible neurological problems.

III. Additional Evaluation Measure

A rating scale will be devised to evaluate areas of improvement in the culturally disadvantaged group to determine what remedial techniques have been valuable and should be continued in the future, and teacher attitudes about children's behavior and language development.

IV. Remedial Program

The purpose of the program is to help improve the child's ability to communicate more effectively and encourage speech that calls for better facility in the usage of language.

Techniques

1. Object and word recognition training in areas where we find the most significant gap between social classes in the early school years

2. Auditory and visual discrimination training
3. Possible field trips involving concrete experiences which can be verbally described
4. Role playing for exercise in communication
5. Reading stories aloud
6. Games involving built-in rewards for verbal problem solving
7. Improvement of attention span and following directions and asking questions
8. Improving self-concept and stimulating communications.
9. Training visual motor perceptions - specific games will be used to meet individual needs.

V. In-Service Programs

As part of the in-service program for kindergarten teachers, the speech consultant and/or psychologist will assist as resources. Meetings will be held with teachers throughout the school year particularly during the early diagnostic period and during the remedial program.

VI. Control Group

Under ideal conditions, a control group of culturally disadvantaged youngsters not participating in a special remedial program would be desirable as a method of determining what aspects of the remedial program have been most significant and most useful. On the other hand, it is felt that no youngster falling into this group should be denied an opportunity to participate in the projected program. Pre and post testing of the culturally disadvantaged group will enable us to obtain information on improvement (primarily in language development). We can consider, at least for this year, that our work will be essentially exploratory. However, we do have some ideas and some understanding of the deficits in language development that have been prevalent in culturally disadvantaged youngsters who have passed through our grades in the past. Utilizing this information, we will compare it with the performance of the culturally disadvantaged group at the end of the school year.

The use of a control group may be desirable next year as the program develops.

VII. Factors Effecting Outcomes of the Remedial Program

As the diagnostic study evolves, pupils will be classified as to emotional disturbance, suspected mental retardation, and neurological disturbance. Youngsters falling into these categories will not be excluded from the remedial program to the extent that they can participate as their disability allows. The number and quality of such disabilities can seriously effect the remedial program. It is therefore felt, that as accurate a diagnosis of the culturally disadvantaged youngsters be made in order to estimate its effect upon the remedial program.

Additional addenda will be offered as the program develops this year, particularly as more specific information and ideas become available.

GREENBURGH SCHOOL DISTRICT NO. 8
KINDERGARTEN SCHOOL
PROJECT ABLE DATA -- IDENTIFICATION QUESTIONNAIRE

Child's Name________________________________ Date______________

Teacher's Name________________________________

Morning Group________________ Afternoon Group________________

1. Attendance - Has the child attended school every day? If not, how many days has he been absent and for what reason? (if known).

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2. Physical Appearance (neat, clean, unkempt, etc.) (Please give an exact description of child and/or his behavior. Avoid all interpretations). How does the child use his muscles, how is his gross motor coordination (skipping, running), fine motor coordination - what about his eye-hand coordination.

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3. Peer Relationships (Please give an exact description of child and/or his behavior. Avoid all interpretations) How does child relate to the other children in the classroom, how does he show his anger, etc.? Are there children with whom he plays in most situations?

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4. Behavior; (please give an exact description of child and/or behavior. Avoid all interpretations) What is child's behavior in the classroom, i.e. his ability to maintain his interest until a task is completed. How well does he complete a task, how long can he listen to specific directions, how much of a direction does he seem to hear, what will he do when he is confused, how aware is he of what is expected in the classroom situation? How does he react when he is reprimanded for misbehaving, how familiar does he seem to be with the variety of equipment in the room? How well is he able to express himself to the teacher - to peers?

5. Is this a "likeable child? (Please give an exact description of child and/or his behavior, avoid all interpretations)

6. Any additional comments which may seem significant.

PROJECT ABLE - ADDENDUM NO. 6. August 29, 1962

In our definition of the disadvantaged child, emphasis is on both the experiential-economic factors as well as the relationship emotional factors.* Both are extremely important in understanding the total limitations of the disadvantaged child.

Full recognition has been given to the experiential-economic factors and in our proposal an attempt has been made to weave into out total program, those activities which will make up for some of the deficits that exist in this area. However, we begin to see that one aspect of the program relating to the relationship-emotional factors, namely the on-going role of the social worker, is implicitly rather than explicitly stated.

In this addendum, an attempt is made to state more concretely the role and focus of the social worker.

It is hypothesized that there is a lack of awareness on the part of the families of disadvantaged children of the importance of long term educational goals, so that it becomes necessary for others to intervene and work along with them in achieving these aims for the child.

The social worker, because of her skills in establishing rapport and developing relationships, will work along with the teachers (in the classroom) and the parents (in the group meetings) in attempting to give the child the emotional strength and security needed to hurdle the gap between where the child finds himself and where his potential will allow him to go. After the initial evaluation, the caseworker will continue observing in all 12 kindergarten classes and, at the request of the teacher or if it is observed by the social worker to be appropriate, will meet with the disadvantaged youngsters individually or in small groups.

It is hoped that a positive relationship will develop which will begin to free the youngsters for greater participation in the classroom program.

Doris McKelvy, Social Worker

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* See page 4 under Definition and Criteria

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N. Y. December 1 , 1962

PROJECT ABLE - ADDENDUM NO. 8

1 - Selection of Children for Project Able
2 - Description of Family Relationships and Parental Responses to the Kindergarten Program

Doris L. McKelvy, Social Worker

Selection:

The kindergarten registration and the pupil personnel parent interview forms were used to tentatively select approximately 50 children whom we felt met our criteria for the Project Able Program.

From the first day of school, Mr. Freilich, Mr. Nemeth and I observed in the classrooms for the purpose of gathering additional data and for adding additional children if this seemed indicated. In this way, we were able to question the inclusion of some children who did seem to have problems relating to teachers and peers but who seemed less likely to fall into our definition of the disadvantaged. At the same time, we began feeling more certain of some children and these we referred to as our "definites". I then met with individual teachers discussing each child in terms of how he behaved in the classroom and what was the teacher's evaluation of his needs. Teachers made additional suggestions of children which gave us approximately 100 children as possible candidates. The psychologist and speech consultant began testing the "definites" for the purpose of diagnosing individual deficits, needs and strengths.

As a result of our visiting the classrooms and testing, we arrived at a total of 43 children to be included in the Project Able Program. It is felt that of the total number (100) submitted for consideration, possibly there are others who would have met our criteria. However, to work effectively with a number greater than 43 seemed prohibitive at this point.

Description of Family Relationships:

Since September 24, 1962, I have visited approximately 50 homes for the purpose of refining our selection of children for Project Able and to become more familiar with the family situations. Although I began visiting the homes of the children about whom we had some questions, after seeing approximately six families, I found that our beginning impressions were substantiated and that these children did not belong in Project Able. It then seemed more advantageous to visit the homes of the children who seemed to fit the criteria. The initial response of parents to our letter explaining the program was good. Some called, expressing their interest in what the school had to say about their particular child. Appointments for visits were readily and easily made with differences in time relating to whether the parents worked or were at home. Many of the parents are at home.

I was impressed with the parents on the whole, because of their interest in the school program and in their particular child. I found that all wanted their child involved in the study and all agreed to become involved in the group meetings. Many of the parents accepted the program and that their child was included. All felt that the decision regarding the inclusion of their child was justifiably left to the school whom they felt was in a better position to evaluate the child's total educational needs. Many of the parents trust the school to do the right thing by their children and to make the best decisions in their interest. They also feel that a certain authority is in the school which they do not question. One parent who recently had the experience of having one of her children placed in a special class, raised some questions as to why we were including another child in the study. Some of her concern was related to fears that perhaps this child was thought to be material for a special class. This mother's aspiration is to have a son enter Woodlands High School.

Some parents admitted that they are unable to do as much with their children as they would like either because of financial limitations or because of their own lack of know how, i.e. they are unclear as to how they should go about teaching the children certain skills and what methods they should use. Others said they do take the children on trips, that there is story reading in the house but that anything in addition would help and not hinder. Where there are older children in the home, help with school work is given by them to the younger children. I would agree that many of the disadvantaged children go on trips with their families, but it would seem that the focus is not on the children learning from the experience but one in which the children go and are passive observers.

In some instances, even in the poorest kind of living situation, there existed a kind of warmth on the part of a parent for a child which seemed to have a great deal to do with the adjustment and progress that the child was making in school. One parent who lives with her husband and five children in rather poor physical surroundings obviously sees herself as very important to the welfare of the children and can properly evaluate and acquiese to their need of her help in promoting their school achievement.

Although the parents verbalized interest in and understanding of the important place that the home has in helping children, I think it is difficult for them to truly appreciate the many things, both of a concrete as well as an intrinsic nature, that they can do to aid their children in school. The school needs to give a lot of support and encouragement to these parents before they can realize their true abilities in this area. Although it might be equally as difficult for the middle class parent to truly appreciate the direct connection that the first five years in the home have upon the child's beginning experience in school, it nevertheless seems that their child rearing practices, the natural interplay and communication within the family seem to be continuous with the demands that the classroom makes upon the child as soon as he enters.

During my visits, I did not encounter any real hostility on the part of any parent toward the school authorities. Even when the parent himself went to the Greenburgh Schools, there was no hostility expressed against the entire school although in some instances there were some negatives expressed about individual teachers. A large number of the parents seem to have pre-schoolers in the home rather than older children.

Establishing rapport with the parents was not difficult although individual parents' ability to verbalize varied. Some were fairly comfortable in speaking about their limitations and their situations. Others were less comfortable, were shy and quite reticent in the entire interview and found it most difficult to expand on questions that were asked or that they had.

In general, the parents feel that the children are enthusiastic about school and are anxious to come. Both the children who seem most verbal as well as the ones who seem withdrawn are aware of many things that go on in the classroom and do talk to their parents about them.

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N. Y.
October 31, 1962

PROJECT ABLE - ADDENDUM NO. 9

A Summary of the Diagnosis of the Language Ability and a Summary of the Findings Regarding Intellectual Development and Personality Characteristics of Disadvantaged Kindergarten Children:

The Implications for Therapy and Classroom Instruction

George Nemeth
Speech Consultant

Bertram Freilich
School Psychologist

As planned in the proposal for Project Able 1962-1963, the the speech consultant and psychologist were assigned the responsibility to diagnose the langauge ability and the intellectual development among the disadvantaged kindergarten children. Seven weeks were devoted to this work which included observation of children in classrooms and numerous diagnostic sessions with each child.

A total survey of the language ability of children was not attempted. Priority selections were made and the children were administered the following tests:

1. Auditory Discrimination Scale
2. Orientation Scale
3. Comprehension Test
4. Memory and Recall Test
5. The Body Image Scale
6. Labelling and Categories
7. Word Association Test

The following tests of intellectual development were administered:

1. Peabody Picture Vocabulary Test
2. Stanford-Binet Test (administered to a selected number of disadvantaged children)
3. Human Figure Drawing Test

The following is a summary of the findings of each test and some note is made of the implications for both language therapy to be conducted by the speech consultant and language instruction to be taught by classroom teachers.

WEPMAN AUDITORY DISCRIMINATION TEST

A. Description of Test

The Wepman Auditory Discrimination Test is designed to measure the accuracy of the child's ability to perceive differences in auditory stimuli. A list of forty word pairs is dictated orally to the child who must simply indicate whether they are the same or different. Two scores are obtained; 1) the number of instances when the child reports that the stimuli are the same although they are actually different. 2) the number of instances when the child reports differences when the words are actually alike. All individual test responses showing a score of more than fifteen incorrect responses in the difference column and a score greater than three in the same column are considered invalid. On the five-year-old level, inadequate development is indicated if the errors in the difference column is greater than six and greater than three in the same column. The child should be in a position so as not to see the examiner's mouth as the words are read.

B. Results

Middle Class Children

The test was administered to a random sampling of nine middle class children. These children were able to follow directions without apparent difficulty and immediately grasped the concept of same and difference and all tests proved valid. The following is a listing of test results:

a) Children scoring within normal range or better	3
b) Children scoring low enough so that there may be an indication of inadequate development	6
Total	9

Disadvantaged Children

The test was administered to the forty children who were diagnosed as disadvantaged as defined by Project Able. The same procedure was followed in testing the disadvantaged children as was the middle class children; however, a substantial number of children could not comprehend the instructions as it was presented on a verbal level. Most disadvantaged children were unable to grasp the concept of same and difference when presented only with the auditory stimulation as the test was designed. Most children responded correctly to the same and difference when a visual clue was presented(example: Is my shoe the same or different than your shoe?). Upon further testing of the concept of same and difference, the examiner found that most children were able to distinguish between the same and difference in reaction to gross sounds (example: whistle-knocking on wood). However, the examiner found that many children in this group were unable to distinguish the difference in fine sounds (example: vowels a-o), Therefore, he found it impossible to administer the auditory discrimination test.to those children who could not distinguish between fine sounds.

The following table it a breakdown of the responses elicited:

a)	No. of children who scored within normal range or better	5
b)	No. of children whose scores indicated inadequate auditory discrimination development	8
c)	No. of children whose tests were invalid as a result of test scores	3
d)	No. of children unable to distinguish difference of fine sounds	7
e)	No. of children unable to grasp the concept of same and difference	13
f)	No. of children unable to test due to fear of testing situation and other reasons	4

Some of the repponses invalidated the test when exact instruction for the test was carried out; however, some of the children were able to respond appropriately to questions when auditory and visual clues in combination were presented (the child was able to face the tester to see how he was forming the words.)

The speech consultant believes that the following variables or a combination of these variables prevented this group of children from performing adequately to this test situation: 1) These children were unable to grasp the concept of same and difference , 2) These children have difficulty in sound discrimination, 3) These children find it difficult to respond to auditory stimulation.

C. Therapeutic Instructional Implications

Test results indicated a wide gap between the middle class child and the disadvantaged child. The most obvious gaps are in the following areas:

1) development in auditory skills
2) ability to formulate concepts
3) reliance on senses other than auditory

It is planned that:

1) therapeutic instructional techniques be employed to help those children in need of auditory training.

2) therapeutic instructional techniques be employed for those children who are in need of building the concept formation of same and difference.

The techniques to be used will be of an exploratory nature to discover the best ways in which these children can learn. We will ask teachers to serve as consultants in devising specific techniques as they are best qualified to determine what a child needs to function adequately in a classroom situation.

D. Implications for the Classroom Teacher

The literature indicates that auditory discrimination skil are an important factor in preparing for reading readiness. It is therefore recommended that:

1) Auditory discrimination excercises should be included as part of the language arts curriculum in the kindergarten. It is important that children be made aware of gross sounds, both their similarities and differences. Sounds of the environment of the children should be called to their attention and discussed.

2) The unit on sound awareness devised by the speech consultant should be implimented as part of the curriculum in order to give the children greater awareness of speech sounds. This unit includes stories and games that can be used as motivational materials.

3) A greater use of a tape recorder in spontaneous verbal communication can help the children become more aware of the soun around them.

4). Teachers should be continually aware that many children need visual and tactile clues in teaching new concepts. Ther fore, it would be of utmost importance in selecting materials in which the children can see, hear and feel whenever new instructional materials are presented in order to reinforce the concepts that they wish to communicate to the children.

ORIENTATION SCALE

A. Description of Test

This test was obtained from the Institute for Developmental Studies and was revised to meet our purposes. The test contai eleven questions in relation to the child's ability to give forth certain information in determining his awareness of himself and his environment. This test was administered on an individual basi and the responses were recorded verbatim.

B. Results:

A random sampling of twelve middle class children were tested in addition to those forty children who were identified as disadvantaged. The following is a description of types of responses elicited comparing the middle class child to the disadvantaged child:

Question 1. What is your name?
All children were able to respond to the question correctly.

Question 2. What is today?
Most children from both the middle class group and disadvantaged group were unable to give a correct response to this question.

Question 3. How old are you?
Most children in both groups were able to respond to this question correctly.

Question 4. Where do you live?
Most children in both groups were able to respond to this question correctly.

Question 5. Are you a boy or a girl?
Most children in both groups were able to respond to this question correctly.

Question 6. How many ears do you have?
Most children in both groups were able to respond to this question correctly.

Question 7. How many legs does a dog have?
A greater number of middle class children were able to respond to this question correctly as compared to the disadvantaged group.

Question 8. What do you call this finger (thumb)?
All middle class children were able to answer this question correctly, however, few of the disadvantaged children gave a correct response.

Question 9. Count for me. Let's see how high you can count.
All middle class children were able to count. Most of the disadvantaged children's immediate response was negative; they were unable to count; however, when the tester encouraged these children, (let's count together and the tester initiated counting), it was found that some children were able to count. It was found that the middle class child was able to count to higher numbers than the disadvantaged child.

Question 10. What is your teacher's name?
Most children from both groups were able to respond to this question correctly.

Question 11. Can you write your name?
A large number of middle class children were able to respond to this question. Few of the disadvantaged children were able to respond to this question correctly.

C. General Implications

1. It is obvious from the above findings that disadvantaged children need improved preparation before entrance into kindergarten. It appears that middle class children are made more aware of numbers and writing their names than are the disadvantaged children. It is recommended that in parent group meetings the home-school counselor orient parents to the need for better preparation of their children before entering kindergarten.

2. It is implied by the response to question nine that many of the disadvantaged children have available information that they do not easily relate because of any or all of the following reasons or a combination of these: 1) children are unaware of the fact that they have available information, 2) children are in fear of giving wrong answers, 3) teachers do not allow enough time for the disadvantaged child to respond.

Implications for Classroom Teachers

1. Teachers should encourage these disadvantaged children to participate in classroom situations where information is being elicited from the group.
2. The children should be recognized, praised and encouraged for the responses that are attempted.
3. The classroom teacher should allow for a long period of time for an answer with disadvantaged children.

COMPREHENSION TEST

A. Description of Test

This test was obtained from the Institute for Developmental Studies for the purpose of testing the child's ability to understand direct questions that are related to his every day life experiences. There is a total of seven questions and the following is a sampling of some of the questions:

1. What do you do when you are hungry?
2. What do you do when you are sleepy?
3. What do you do when you have lost something?

The tester asks the questions and records the verbal answers.

B. Results

A random sampling of middle class children were tested as well as all those children identified as disadvantaged. There was no difference in responses when comparing the middle class child and the disadvantaged. Both groups answered all questions in either one word sentences or simple sentences.

C. Implications for Classroom Teachers

1. Questions should be asked simply without complicating the questions.
2. Questions should be repeated and perhaps worded differently if the child has difficulty in comprehending the question.
3. Children should be given an adequate amount of time to answer questions.
4. Teacher's attitudes should convey a feeling that the child can contribute to the classroom learning situation.

MEMORY AND RE-CALL TEST

A. Decription of Test

This test was obtained from the Institute for Developmental Studies for the purpose of testing the child's ability to remember and recall a series of tasks.

The first section of this test contains a series of numbers in which the child is asked to repeat a group of digits starting with two digits and going up to a group of five digits. It was determined in accordance with the WISC scale that a child should be able to repeat a series of four numbers at the five-year-old level.

The second section of this test contains three sentences in which the child is asked to repeat individual sentences. Each sentence is increasingly more difficult in that it contains more words than the previous sentence.

The child is instructed to repeat the sentence or digits immediately after he has heard it. The response is recorded.

B. Results

A random sampling of middle class children's responses were recorded along with those of all the disadvantaged children. There was no significant difference in the test results when comparing the responses of the middle class children and those of the disadvantaged children. Most children were able to respond to the digit test at the five-year level and all children were able to repeat three sentences correctly.

C. Implications for Classroom Teachers

Since the disadvantaged child shows no difference in his ability in memory and recall when compared to the middle class child, the classroom teacher needs to build on this strength and use more repetition in her instruction. The repetition will reinforce the child's skill or information.

CATEGORIES

A. Description of Test

This test was devised by the speech consultant and psychologist in order to determine an estimation of the child's ability to abstract. The child is asked to name words that are appropriate for a particular category (example: animal-dog, furniture-bed). Seven different categories were selected and verbatim responses were recorded. The following is a listing of the seven categories: 1) animal, 2) fruit, 3) vegetable, 4) meat, 5) color 6) furniture, 7) clothing.

B. Results

Middle Class Children

A random sampling of fourteen middle class children were tested. All of these children gave an appropriate answer for all seven categories and responded very rapidly.

Disadvantaged Children

The same test was administered to most of the disadvantaged children with the following findings:

Animal
24-inappropriate responses
11-appropriate "
35 -Total

Furniture
18-inappropriate responses
7-appropriate "
25-Total

Color
9-inappropriate responses
29-appropriate "
38-Total

Meat
17-inappropriate Responses
16-appropriate "

Fruit
29-inappropriate responses
8-appropriate "
37-Total

Clothing(Child was asked "What do
6-inappropriate responses-you wear?"
31-appropriate "
37-Total

Vegetable
29-inappropriate responses
6-appropriate "
35-Total

C. Therapeutic Instructional Implications

There is a wide gap between the disadvantaged child's ability to abstract as compared to that of the middle class child's. The disadvantaged children will receive special instruction in the area of categories in order to increase their ability to conceptualize.

D. Implication for the Classroom Teacher

The results of this test suggest that 1) the classroom teacher should be cognizant of the fact that many kindergarten children do not have an awareness of certain basic concepts (example: categories). It is therefore the teacher's responsibility to meet the individual needs of those children in order to help them build basic concepts, 2) the classroom teacher must be certain that the children have a basic understanding of new concepts that are being taught.

BODY IMAGE SCALE

A. Description of Test

This test was obtained from the Institute for Developmental Studies. The purpose of the test was, 1) to test for familiarity with one's own body parts and body as an estimate of one's ego development, 2) to test the child's understanding of the names of the body parts.

The child is asked to point to thirty-four body parts (i.e nose, mouth, ear, wrist) no verbal responses are required. The responses are recorded next to the key word on the test paper.

B. Results

Middle Class Children

A random sampling of eleven middle class children were tested. All children understood the directions with no apparent difficulty. The following is a breakdown of the responses of the middle class children:

No. of Children	No. of Errors
2	1
1	2
2	3
2	4
2	5
2	6

Disadvantaged Children

All children followed the directions with no apparent difficulty. The following is a breakdown of the test results:

No. of Children	No. of Errors
2	3
2	4
1	5
2	6
1	7
6	8
5	9
6	10
4	11
4	12
1	14
2	15
1	21

Test scores indicate the following possibilities: 1) that the middle class child is further along in his development of ego than is the disadvantaged child, 2) the middle class child has a greater awareness or familiarity with the words used on this test.

C. General Implications

Parents of disadvantaged children need to become more aware of their children as individuals and learn to recognize the child's weaknessess and strengths. Parents will be helped to develop more awareness of this through Parent-Group Meetings. The goal is that the children will develop an increased appreciation and awareness of themselves, as the parents become more increasingly involved in their relationships with their children. The home-School counselor will indicate to the parents that they can teach their children body parts.

D. Therapeutic Instructional Implications

Part of the therapy program for the disadvantaged children will be the teaching of body parts. Although the instructional content of the therapy sessions will vary, all sessions will be directed toward helping children develop a more positive feeling toward themselves. The positive supportive relationship between the children and the language consultant will be extremely valuable in achieving this goal.

E. Implications for the Classroom Teacher

It is recommended that the classroom teacher should continually enhance the child's self-concept. Instructional work using a floor length mirror will be helpful in giving children awareness of body imagery. These mirrors have been purchased this year for each kindergarten class.

WORD ASSOCIATION TEST

A. Description of Test

This test was devised by the speech consultant and psychologist in order to determine the childrens' adequacy with oral language without the aid of auditory or visual clues. The child is asked to name as many words as possible in a period of one minute. The number of words is recorded.

B. Results

Middle Class Children

Most middle class children had no difficulty in following directions and felt comfortable in the testing situation. It was found that the middle class child was able to name more words than the disadvantaged child.

Disadvantaged Children

All disadvantaged children were tested. Although these children had no difficulty in following directions, they seemed to be uncomfortable in performing the task requested. It took a longer period of time for the disadvantaged children to "warm up" than did the middle class children. The disadvantaged children were not able to name as many words per minute as were the middle class children and they tended to perseverate on many words.

C. General Implications

These findings substantiate the results of our other tests, in that the disadvantaged children have difficulty in the areas of abstraction and conceptualization. The disadvantaged children have difficulty in responding on a verbal level without the aid of some sensory clues (auditory, visual etc.).

D. Implications for the Classroom Teacher & Language Consultant

Implications noted on previous summaries of the diagnosis.

LABELING

A. Description of Test

This test was obtained from the Binet Intelligence Test in order to determine the child's ability to name words with the aid of a visual clue. There are a series of eighteen individual pictures and there is no more than one item in each picture. The child is asked to name what he sees and his responses are recorded.

B. Results

There were no real differences in terms of response when comparing the middle class and disadvantaged child's test results. However, on a few items, the disadvantaged child tended to use a different name than did the middle class child. Most disadvantaged children were able to name the picture of a pen knife correctly; few of the middle class children were able to give a correct response.

C. General Implications

It appears that the disadvantaged child is capable of correctly naming as many items as a middle class child when presented with singular visual clues (example: one item picture). Although some disadvantaged children substituted words (good incorrect responses) for some items, it appeared to be that this was more of a cultural orientation rather than a lack of knowledge of the items presented (example: substituting cooler for pitcher). The test results also indicate that the disadvantaged children as compared to the middle class children again, may be more capable of naming certain items more appropriately as a result of cultural orientation (example: pen knife).

PEABODY PICTURE VOCABULARY TEST

DRAW-A-MAN TEST

STANFORD-BINET INTELLIGENCE SCALE

A. Description of Tests

46 children were originally included in the disadvantaged group for testing. (One youngster was not tested prior to this report because of considerable fear and withdrawal). Each youngster tested was administered the Peabody Picture Vocabulary Test (PPVT) and the Draw-A-Man Test. It is anticipated that the exper-

imental group of disadvantaged children will be re-tested at least on these two measures (and probably more) at the end of the kindergarten year. An alternate form of the PPVT is available for retesting.

It was also planned that individual tests of intelligence (Stanford-Binet) would be administered to a randomly selected group of disadvantaged youngsters as an additional measure of intelligence and as a means of comparison with PPVT mental ages.

The PPVT is a standardized estimate of a child's verbal intelligence through measurement of his hearing or listening vocabulary. Since responses are essentially non-oral, the test elicits intelligence of a receptive nature and appears to have especial applicability to certain groups of children. For example: speech impaired children, emotionally disturbed, physically handicapped, and in our case, culturally disadvantaged children. This scale is applicable to any person between the chronological age of 2 years and 6 months to 18 years of age and who is able to hear words, see drawings and has the facility to communicate choices. This scale is currently being used in research as a measure of receptive intelligence by several educational and research centers doing work with disadvantaged children. Noteworthy research centers among this group are the New York Medical College Institute of Developmental Studies (Martin Deutsch's work) and at the George Peabody School of Education in Tennessee under the direction of Dr. Susan Gray.

The Draw-A-Man Scale can be used as an estimate of intelligence but is used here essentially as a measure of self-concept or ego strength as well as body image. One's drawing of a human figure is considered quite evocative of one's self-concept or ego development. It is also an estimate of one's developmental or maturational level. The underlying assumption here, is that in being able to differentiate one's self in the world (through the vehicle of a figure drawing),one obtains a reflection of one's awareness of one's self.

B. Results

On the PPVT 43 out of 46 youngsters were tested. The test has certain validity, in that, vocabulary has been considered the single most predictive indicator of intelligence as well as of future success in school. The median chronological age for the group at the time of testing (October) was 5 years 2 months. The range was from 4 years and 10 months to 6 years. The obtained median mental age on the PPVT was 3 years and 9 months, the range extending from 2 years, 2 months to 5 years and 11 months. While

I.Q. scores are also available, these have not been reported since it is felt that the I.Q. score on this test is an interpolated I.Q. that is estimated for the youngster based upon intervals of 6 months of chronological age.

As a group, the disadvantaged children were more than a year in mental age below the median chronological age of their group in listening or hearing vocabulary. A few selected middle class youngsters were found to function considerably above the average youngster in the disadvantaged group in hearing vocabulary.

On this test, youngsters were asked to select one picture out of four that were presented on a page. All youngsters appeared to comprehend directions and responded appropriately. In a few instances, visual problems as well as some hyper-activity may have influenced the results. However, because of the good rapport established between the examiner and the child, these problems were considered minimal. While the average child in this group tended to do better in labeling single objects presented singularly (as was the case with the Labeling Test mentioned earlier in this report) they were required on the PPVT to also visually discriminate between objects as well as to comprehend concepts associated with actions. For example: (the word tying is pictorialized by a child as tying a box). Words were presented on an ascending scale of difficulty with the more difficult words being more abstract and conceptual.

There was also a tendency for the disadvantaged group to respond to a stimulus word with a "good wrong" response. That is, of the 4 pictures presented, 2 pictures might be grossly similar in terms of concept or action. For example: the word tying involved 2 pictures out of the 4, one picturing a girl with a lasso and one with a child tying a box. The latter being the correct or accurate response. The implication here would be that many "wrong" repponses represent a learned response by the disadvantaged child that may be accurate in terms of the cultural matrix from which the child comes. Educationally, we are obliged to teach the "accurate response" and to reward the more personal or "good wrong" response as a motivating device as well as a device to expand the learning situation by elaborating on the connotation of words that are used by various cultural groups. In addition, and of primary importance, is the fact that many culturally disadvantaged children can respond with meaningful verbal associations that should be elicited and rewarded in an effort to provide experiences that afford success and reinforcement in school.

Such stereotyped words and concepts as teacher and queen as well as more difficult words learned from TV, magazines etc.; for example; capsule, dial, signal, thermos, projector, were repeatedly passed by this group despite lower functioning in terms of their overall mental age. One may assume that gaps or uneven performance can be expected from this group but that the need for basic vocabulary training is still required.

Regardless of the reasons for the gap between culturally deprived youngsters and middle class youngsters, functionally their general vocabulary level (of the type tested on the PPVT) is markedly below their chronological age and generally below that of middle class children. Working on building this basic vocabulary has many ramifications particularly for the onset or reading instruction next year.

DRAW-A-MAN TEST

As mentioned earlier, the figure drawing will be used here as an estimate of maturation as well as self-concept. The culturally deprived youngsters as a group tended to reflect impoverished or inadequate ego development. They can be described perhaps as youngsters not sufficiently aware of themselves and in a sense, not adequately or sufficiently aware of their environment so that they are available for learning. One who is relatively unable to differentiate one's self from the world has trouble in differentiating or discriminating the external environment outside of himself. This finding seems consistent in the disadvantaged group where, also on the Body Image Scale, they showed many inadequacies in identifying body parts. As mental age increased, so did the adequacy of the figure drawing increase.

With regard to learning, the child is required to identify with the teacher and while selecting out of the many impinging stimuli presented to him, must focus on the teacher's specific directions or instructions. Where a child has limited awareness of himself, one can assume a certain vagueness or limited awareness in responding to the teacher or adult model. Such problems in learning as attention span, visual and auditory discrimination, response to verbal cues, etc., may also be related to development of self-concept. The implication here is that working on the development of these skills directly with disadvantaged youngsters is equal in importance with the personal relationship that develops between the adult and the child where chances for building self confidence through successful experiences are provided. We know from observation and direct testing that the disadvantaged youngster tends to give up easily, feigns lack of knowledge as an initial response and frequently fears experimentation or guessing. If disadvantaged children can develop more security and freedom to experiment, the greater the likelihood that new learning can take place. Ultimately, the results of teacher-child relationships and the therapy relationships may increase the disadvantaged youngster's possibility of being more available to take on new learning and build a greater "success-pattern" than was possible heretofore.

An additional by-product of the figure drawing test was the observation that a good number of these youngsters were extremely attracted to the crayons that they were using and that they sometimes had difficulty in shifting and giving up the crayons to go on to a new task. Rather their lack of familiarity with crayons but the tactual value of the crayon may explain this phenomenon.

In other instances, many youngsters seemed to have some difficulty in holding the crayon and manipulating it. Overall visual-motor-coordination may be somewhat delayed in development and more closely related to the mental ages obtained on other tests, particularly the PPVT. Learning, for this group, may be more importantly physicalistic (Riessman's term) and enhanced through visual, tactual and kinesthetic modes.

STANFORD-BINET INTELLIGENCE SCALE

More than a third of the disadvantaged group were administered individual intelligence tests (Stanford-Binet). The obtained mental ages and I.Q.'s on this evaluation were higher than were obtained on the PPVT and reflected a relatively normal distribution of intelligence with a median I.Q. in the average range and a median mental age consistent with chronological age. The reason for this difference may be related to the following factors: a) the tests were administered almost 2 months later than the PPVT reflecting mental age growth due to maturation and learning, b) the test measured a wider variety of mental functioning, including non-language skills, and was not confined to vocabulary alone, c) the early effects of the therapy program may reflect a carryover into testing characterized by more responsiveness as well as an increase in factual information. The latter may also result from increased "school know how" (Riessman's term) by these youngsters, in terms of responding more appropriately to formal verbal questions. In addition, is the factor that a very satisfactory rapport with pupils was established as well as an increased capacity on the part of the psychologist to elicit responses because of new awareness of the style of thinking of disadvantaged children.

Contrary to reports in the literature of a 12-15 point deficit in intelligence of groups of this nature, is the finding that the group studied here, appears to represent a relatively normal distribution of I.Q.'s that may have been present from the onset of the study. In any case, intellectual potential as a prerequisite to successful school achievement does not appear to be a limitation for this group. In terms of functional intelligence, that is, teacher perception of classroom functioning, it is my impression that the majority of the group would have originally been classified as low achievers or pupils with low intellectual potential for academic achievement. The problem of functional intelligence is rather significant, since one may assume that disadvantaged children contribute disproportionately to educational problems while innately representing a normally distributed group intellectually. Certainly, problems involving "school know how", formal language, relationship to authority, fear of experimentation or "school inquisitiveness" are but a few of the factors that may account for this group's history of unsatisfactory school achievement and personal adjustment.

A brief analysis of the patterning of scores on the Stanford-Binet reveals greater adequacy of vocabulary and word usage than would have been predicted. It is my impression that the therapeutic program to date has already contributed importantly to an increase in vocabulary and a greater facility in applying correct verbal symbols for objects and concepts. Increases in abstract concepts, particularly verbal similarities and differences were also apparent. Comprehension of practical events and familiar details showed no deficit and confirms earlier testing.

Number concepts however, appear to represent a great hurdle. Even youngsters scoring a high average and above average levels showed considerable weakness. Relating numbers to concrete objects, capacity to grasp the relationship between counting and objects, and problems of visual arrangement of objects numerically were but a few of the difficulties encountered by this group. Language symbols and meanings must also contribute to the problems in development of number concepts and more study of this factor is indicated.

OFFICE OF ELEMENTARY SUPERVISOR

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N.Y.
April 24, 1963

PROJECT ABLE - ADDENDUM NO. 10

A. ACTIVITIES CARRIED OUT BY THE KINDERGARTEN LIBRARIAN

1. Organization of the library and classification of books, including the removal of those books not in accord with the philosophy of Greenburgh School District No. 8.

2. Selection and ordering of new books, many of which contain material suitable for special emphasis with Project Able children.

3. Familiarizing the teaching staff with the organization of the library and preparing assortments of books for classroom use.

4. Oral reading sessions with small heterogeneous groups using a wide variety of books.

5. Organization and implementation of the system by which children borrow books from the library to take home with them.

6. Reading sessions with entire classes in their rooms.

7. Small group sessions of free reading with demonstrations of, and practice in, the proper care and handling of books.

8. Special group sessions with Project Able children, incorporating the above activities but on a more individualized basis.

9. Expanded heterogeneous group activities:

   a. Story reading sessions using a variety of stories with emphasis on discussion.
   b. Story telling to aid in the development of listening skills.
   c. Telling poems and teaching them to the children.
   d. Reading and discussion of more-or-less factual books and of pictures to develop vocabulary and awareness of environment.
   e. Miscellaneous activities such as the use of special ABC and counting books, etc.

10. Special Project Able Activities:

a. All the activities mentioned under No. 9 (above), using different but similar materials when necessary.

b. Practice in labelling objects.

c. Practice in classification and grouping (for example--animals, clothing, etc) to provide carry-over from their work with Mr. George Nemeth.

d. Development of vocabulary by using picture dictionaries or other fully illustrated books.

e. Free reading of selected books.

f. Dramatizing parts of stories or particular characters.

B. Comments & Suggestions

The basic weakness of the library program this year appears to be the allotment of time for the various library activities. One full day , or one half of the librarian's time each week, had to be spent on circulating books. Two hours of the remaining day were spent on heterogeneous group activities, and additional time on the absolutely necessary clerical duties: this left only about one hour in each session (AM & PM) to devote to Project Able children, and often not even an entire hour could be arranged. Because of the limited time available for these children, they did not get the amount of special attention they need, and when they did have their special library periods, either all of them could not participate that day or they were in larger groups than is desirable or useful.

The time spent on circulation naturally benefits all the children but it would be more beneficial if another system could be developed that would enable the librarian to devote more time to small group sessions, and particularly to Project Able groups.

It would also be helpful if more time were available for discussions with teachers and pupil personnel so the librarian could be made more aware of specific needs and problems of the children, or of general areas in which her skills could be put to better use.

Teachers should feel free to select books from the library for their rooms at any time, to make requests for specific books and suggestions about books to be ordered, and to ask the librarian to select books to be used for classroom libraries or specific topics of discussion.

In brief, it appears that the ideal situation would be one in which the librarian has at least three working days a week to devote to the kindergarten. Barring this possibility, there should be a rearrangement of the librarian's schedule to allow for as much small group work as possible in the time available.

An excellent suggestion was made at last week's staff meeting to the effect that the teachers circulate books in their classrooms to five or six children a day. The librarian would provide the classrooms with sufficient books for this activity.

This suggestion has two distinct advantages: there would be more time for the librarian to spend with small groups; and the children could take a book home each week instead of once every three weeks as they do under the present system.

Susan Wachtel

Librarian

OFFICE OF ELEMENTARY SUPERVISOR

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N.Y.
April 24, 1963

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Susan Wachtel

Librarian

OFFICE OF ELEMENTARY SUPERVISOR

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N.Y.
July 3, 1963

PROJECT ABLE - ADDENDUM NO. 11

EDUCATIONAL TRIPS IN THE IMMEDIATE AND LARGER COMMUNITIES

Purpose:

The monthly trips established for the Project Able children were done so in an attempt to establish and maintain an out-of-school relationship with the children; to provide for them experiences that would increase and enrich their cultural background; to provide a wider variety of activities for them; and to meet some parents in an additional situation which would provide increased contact with the child's home and environment.

Method of Procedure:

In planning the trips, a tentative list of places was drawn up and contacts were made with them for information through letters, phone calls and personal visits. After these contacts, selection of more probable places was made on the basis of possible interest to children of kindergarten age; a location within the not too-distant environs of the school; whether or not convenient accomodations were available in terms of lunch and rest room facilities; a minimal amount of supervision required in case staff and parents may not accompany the group ; that the time which was required in reaching the destination was not so great as to tire the children before arrival.

An interpretation of the purpose and nature of trips was made to the parents of the children during the initial home visit by the Project Able Social Worker. On the basis of the above information, a schedule of trips was organized. This schedule, including also the date, day, times of departure and return was mimeographed and mailed to the parents accompanied by a letter announcing the initial trip. Each month thereafter, parents were reminded of trips by mail with any necessary changes noted.

Preparation of Children:

Immediately prior to departure, the children were told of the group's destination. Questions were asked to determine if any children had made trips to this particular location and the extent of their awareness. then there was a brief explanation of some of the things they may expect to see with descriptions wherever it was felt necessary. Parents accompanying the group were asked to particularly note these descriptions so that in the actual situation they may serve to remind and further interpret to the children. This reinforcement by the adults served to further comprehension and meaning.

Follow-Up:

After the trip, a memo was sent to each teacher describing the trip and listing concepts that could be further developed in the classroom. This follow-up not only intensified comprehension but was of value in determining whether the trip had been meaningful.

Recommendations:

1. It is recommended that the travel time for each trip involve no more than 30 minutes per way because kindergarten children tire quickly and are easily excited.

2. Scheduling of trips within one week of a classroom trip is to be discouraged because of conflict of interest and confusion of events which may follow.

3. A greater number of adults should be present to provide closer supervision as a means of exerting control and making the trip a learning situation through interpretation of concepts.

4. There is a definite indication of the necessity of providing classroom follow-up. Increased correlation with the teacher's program would make the trip experience more indelible and meaningful.

5. Since the trips have been carried out with facility and with cooperation from the parents, I would like to see them utilized as a means of involving the parents in the program more extensively. This may be implemented by telling the parents in the initial yearly contact that they are expected to accompany the group on a certain number of trips, if their child is to be included on the program. A schedule of assignments could be worked out in advance making the obligation more positive than it has been so far.

Louise Sindos
Social Worker

OFFICE OF THE ELEMENTARY SUPERVISOR

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N. Y.
July 3, 1963

PROJECT ABLE - ADDENDUM NO. 12

GROUP MEETINGS WITH PARENTS OF THE PROJECT ABLE CHILDREN

Purpose

The purpose of the parent meetings is to accomplish 1) better communication between the school and parent, definition and clarification of mutuality of goals, areas of similarities and areas of differences; 2) helping the parents to become aware of the power they have either individually or as a group toward controlling and changing some of the circumstances of their lives.

The meetings which had been held in the Richard J. Bailey School, were changed to two locations which were in the immediate community and thereby more accesssible to the parents. The meetings for one group were held at the Union Baptist Church, and the other in the meeting room of the Greenburgh Housing Project. The two different groups, which were basically assigned according to residence, reflect in some part the socio-economic circumstance of their background. Because of this, the two groups tend to take on a different focus.

The group which meets in the church is composed of parents who are living in rented facilities of one room, more than one room, apartment or an entire house. Usually the amount of space available is inadequate for the number in the family involved. In many instances, there is no father or an absentee one. The amount of income is not enough even for the basic necessities. These mothers are usually preoccupied with the realities of bare existance. There is little time or energy to become involved in school work or community affairs.

On the other hand, the group meeting in the housing project administration building reflects a composition of families residing predominately in the housing project and the surrounding area. These parents, most of them having already been screened by the Greenburgh Housing Authority, are usually from intact families. Adequate space is allotted and there is sufficient income to meet the basic every day necessities. With this relative degree of physical comfort, they are able to spend a little more time and concentration on the children and school. In addition, they are somewhat freer to entertain larger, less immediate problems such as may arise on an out-of-family or community level. The majority of mothers in both groups do not work. In the former group, it is practically impossible to make provisions for the children that would free the mother for outside employment. Most mothers in the latter group, being from intact families, are apparently able to be cared for adequately by the husbands.

The nature of participation was measured in terms of attendance at the meetings. The average attendance was much lower than expected. However, those who were present could very easily immerse themselves in the problem being discussed and even the less verbal ones found involvement in confirming statements made by others.

Evaluation

1. The nature of interaction in the group made it apparent that the parents are much more concerned about their children's role in school than would be generally assumed.

2. The continual interpretation to the group of the purpose of the different aspects of Project Able and the attendant relationship has served to generate an awareness on their part that some one (in the school) is interested in their problems.

3. The parent group meetings became recognized as a common meeting place for the expression of ideas.

4. The group interchange provided support for individuals in the recognition of problems and in the evaluation of methods for allaying or solving them.

5. The group meetings were used by the social workers as a tool for interpreting to the parents their role in the school-parent-community relationship.

6. With this encouragement, some parents were able to derive assurance and security in terms of asserting their wishes.

7. The group discussion brought into focus the fact of the lack of community resources for lower-income families and what a tremendous handicap it exerts on some of the residents of the community.

8. In light of this, it seems evident that the parents could and should be involved in the school-community complex to a greater extent.

Recommendations

To insure greater attendance of parents at group evening meetings:

1. Parents should be contacted on the afternoon of the meeting in which they participate. This should be done preferably by phone. For those who have no phone, notes can be sent home by the children.

2. The question of structure for the meetings may be considered for next year. An organization of the group, however loose, should increase the sense of obligation around meeting attendance. However, this organization with its implied nature of politics may serve to create a schism within the group.

Table

	Church Group		Project Group	
	No.	Percent	No.	Percent
	25	59	17	41
Intact Families	8	32	11	65
Families in which Mother Works	11	44	4	24
Families in which Mother does not Work	13	52	13	76
Families receiving outside subsistence	9	36	2	12
Average attendance	6.5	26	5.8	35

Total No. Parents 42

OFFICE OF THE ELEMENTARY SUPERVISOR

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
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July 3, 1963

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On the other hand, the group meeting in the housing project administration building reflects a composition of families residing predominately in the housing project and the surrounding area. These parents, most of them having already been screened by the Greenburgh Housing Authority, are usually from intact families. Adequate space is allotted and there is sufficient income to meet the basic every day necessities. With this relative degree of physical comfort, they are able to spend a little more time and concentration on the children and school. In addition, they are somewhat freer to entertain larger, less immediate problems such as may arise on an out-of-family or community level. The majority of mothers in both groups do not work. In the former group, it is practically impossible to make provisions for the children that would free the mother for outside employment. Most mothers in the latter group, being from intact families, are apparently able to be cared for adequately by the husbands.

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4. The group interchange provided support for individuals in the recognition of problems and in the evaluation of methods for allaying or solving them.

5. The group meetings were used by the social workers as a tool for interpreting to the parents their role in the school-parent-community relationship.

6. With this encouragement, some parents were able to derive assurance and security in terms of asserting their wishes.

7. The group discussion brought into focus the fact of the lack of community resources for lower-income families and what a tremendous handicap it exerts on some of the residents of the community.

8. In light of this, it seems evident that the parents could and should be involved in the school-community complex to a greater extent.

Recommendations

To insure greater attendance of parents at group evening meetings:

1. Parents should be contacted on the afternoon of the meeting in which they participate. This should be done preferably by phone. For those who have no phone, notes can be sent home by the children.

2. The question of structure for the meetings may be considered for next year. An organization of the group, however loose, should increase the sense of obligation around meeting attendance. However, this organization with its implied nature of politics may serve to create a schism within the group.

Table

	Church Group		Project Group	
	No.	Percent	No.	Percent
	25	59	17	41
Intact Families	8	32	11	65
Families in which Mother Works	11	44	4	24
Families in which Mother does not Work	13	52	13	76
Families receiving outside subsistence	9	36	2	12
Average attendance	6.5	26	5.8	35

Total No. Parents 42

OFFICE OF ELEMENTARY SUPERVISOR

GREENBURGH SCHOOL DISTRICT NO. 8
Warburg Campus
Hartsdale, N.Y.
September 5, 1963

PROJECT ABLE - ADDENDUM NO. 13

THE EDUCATIONAL TRAINING PROGRAM OF PROJECT ABLE KINDERGARTEN CHILDREN - 1962 - 1963

By: George Nemeth, Speech Consultant

Introduction:

Greenburgh District No. 8 designed its Project Able program for diagnosis and training of selected kindergarten children. As a result of the diagnostic evaluations in delimited language areas (refer to Addendum No. 9), it was found that disadvantaged children's test responses were considerably different when compared with those of selected middle-class children. It was evident that the disadvantaged children felt uncomfortable in the testing situation and responded to questions with one word answers, shrug of the shoulders and verbalized "I don't know" answers. Unlike middle-class children, Project Able[1] kindergarten children appeared to feel insecure in a testing situation that required verbal responses; the primary symptom of insecurity being that of withdrawal. With the exception of three or four youngsters, the children seemed to be rather dull and non-verbal. The initial approach to these children was based upon the feeling that they would respond to the test situation with similar values attached to verbal responses as do middle-class children. It was frustrating when children were unable to face up to the questions and were not responding to the expected middle-class mode of behavior.

As a result of a study of the literature and his own intuitive feeling, the tester was ready to shift his approach in attempting to elicit responses. The tester began to encourage the children to attempt to answer questions and continually assured them that their answers were good. It was helpful to wait for longer periods of time than usual for them to respond to questions. As a result of this support, a greater amount of verbal responses were elicited from the children and a more descriptive assessment of their language abilities was achieved.

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[1] Project Able Children - a selected group reflecting socially and economically deprived backgrounds. For criteria of selection see Project Able Proposal p.4.

It was decided that the Project Able children would need extra classroom training sessions. One goal of these sessions would be to allow the children an opportunity to express themselves freely and to give them an awareness of the knowledge and information that they have available. A second goal was to increase the language facility of the Project Able group because it was found that these children needed additional help in the areas of categorizing, vocabulary building, learning the concept of similar and different, and strengthening their ability to respond to auditory clues. In addition to the language area, they were in need of help in other academic areas such as number concepts, recognition of alphabet, familiarity of writing their names and practice in pencil and paper tasks. A third goal of these extra sessions was to help improve their self-concept and to assist the children to feel secure enough to contribute to the entire class without fearing that their contributions would be of no value. It was especially important that the children have a sense of belonging in the school.

Early Observations of Project Able Children

The language consultant, psychologist and the social worker were in the classrooms when the children appeared on the very first day of school. The teacher introduced the adults to the children with the purpose of having them accept the adults as part of the usual school set-up. This facilitated unobtrusive observation of the children. Furthermore, the specialists found it easier to remove the boys and girls for diagnostic evaluation and training without their feeling different from the rest of the class. Because of the relationship that was established from the first day of school, the children appeared unconcerned and were eager to leave for extra-classroom sessions.

It is interesting to note that it was difficult to identify Project Able children on the first day of school. All the children were well groomed and appeared eager and enthusiastic upon entering school.

During the initial observation period of the children in the classroom, (first two weeks of school), it was found that the Project Able children did not freely use the materials available to all. When the classroom teacher permitted the class to play with any of the toys they wished, most Project Able children did not feel free enough to make use of this privilege unless encouraged by the teacher. This was in contradistinction to the middle-class groups; they immediately experimented with the toys and they felt that the toys were rightly theirs to use. This had implications in terms of the way the Project Able children saw themselves in relation to the school.

As the observation period continued in the classroom, it was found that the Project Able children frequently responded inappropriately to verbal situations or appeared not to respond at all. For example, a child was told to put her clothing in the clothes closet but the child did not follow the request. She remained with the clothes in her hand. It was later discovered that the youngster was unable to comprehend the concept of clothing; perhaps if the teacher had told the child to put her coat away, the child would have responded appropriately; the word coat being more concrete than clothing. This further emphasized the need for working in the area of concept building. It is conceivable that a child may be alienated from school as a result of this kind of experience; the teacher may misinterpret the child's lack of response as an expression of hostility, lack of comprehension or dullness . It was also noted during the observation period that many of the Project Able children relied heavily upon visual clues (gestures) in attempting to respond to verbal communication.

Extra-Classroom Training

The selected language areas for extra-classroom training had a two-fold purpose: 1) to close the gap between the Project Able children's functioning ability to handle language as compared with that of the middle-class children and 2) to inform the classroom teacher of the techniques used in the training sessions so that they may include these techniques in their methodology. It was felt that the training sessions should have a classroom orientation, for in the last analysis, the child's greatest measurement of success would be in his ability to function with peers in school.

The question arose as to the degree of structure needed to make the sessions most productive for the children. Permissiveness would create an increase of hyperactivity(expected in any child) that would need to be dealt with. The kind of permissiveness considered for the training program was not typical in school. It would mean that the children might carry over into the classroom some behavioral patterns that result from a permissive atmosphere;

(example, expressing one's feelings more spontaneously --more acting out). Another problem that existed was that the children may disassociate this learning situation from the school and separate it from the regular routine of school. On the other hand, to create an atmosphere similar to that of the classroom would perhaps stifle the spontaneity and in turn repress the amount of language that these children are able to express. A permissive atmosphere would allow the children to develop a relationship with the specialist on a deep and meaningful basis.

On the basis of the above, it was decided to be as permissive as would be necessary. The permissive atmosphere consisted of allowing conversations to be initiated by the children, allowing them to talk freely without fearing censorship (giving the children the feeling that the authority figure was not making judgement of what they were saying), allowing them to talk freely about feelings and attitudes toward other children and teachers, and about things that occur outside the school environment. Furthermore, the children were given the choice of attending the group session. As an example, if the child were to request permission to leave the group at a particular time, the specialist would usually grant the request if he felt that the request was legitimate and related to attention span, hyperactivity, or the child's emotional feelings.

It is worth noting that although the permissive atmosphere did exist, limits had to be set. They were more enforced as the children grew secure in the relationship with the specialist. That which was acceptable behavior at the beginning of the year, was not acceptable as the year progressed; completion of tasks, physical movement, awareness of group consideration, concentration on academic skills and standard of quality of work.

The children's initial response to this kind of permissiveness was one of caution and testing out in terms of where they stood with the adult. They appeared to find it strange to relate to an authority figure on such a free basis. They talked infrequently and relied heavily upon the adult for directions. The hyperactivity and distractability were noticeable from the onset of the sessions.

As a result of the permissiveness, many feelings arose and were dealt with, taking into consideration the age of the children and their level of understanding. Such feelings as, being Negro and how they felt about it (both negative and positive feelings) "I don't like him, he's black," he's a white boy and denial of color). Social behavior was also discussed at considerable length. The adult attempted to convey to the children that there were other means of communicating their feelings in lieu of physical contact. The consultant learned a technique from Miss Minnie Kennedy* to tell the children to "use words" to communicate their feelings, that by using words we are better able to tell another person what we are trying to say. This does not mean that we wanted the children to deny their feelings; the intent was to direct overly aggressive physical behavior into a verbal channel (I am angry with you because...).

Another important outcome from the permissive setting was that the children were able to see a Caucasian school authority figure in a way that they had not previously experienced. This setting allowed for a close relationship to exist and they were able to transfer feelings that ordinarily could not be expressed in a classroom situation. The children were permitted to express anger. If a child expressed anger and hostility, he was told that the adult was aware that the child was angry and they explored the possibilities of the causes. If the anger stemmed from reality, they would discuss means of handling the situation. If the anger was inappropriate, they talked about this inappropriate response. The adult tried to minimize judging right and wrong. The basic feeling that he conveyed was that we are all human beings and we have our strengths and weaknesses and should avoid naming things bad or good, right or wrong, using the two extremes on the continuum. As an example of this, when a child used a curse word and the other children kept telling him how bad he was, a conversation followed as to whether the child was really bad or just used in appropriate language. There was a positive effect as the result of the conversation. This proved an effective means of dealing with many situations.

The permissive atmosphere allowed for children to express how they saw themselves as individuals. It is apparent that these children lacked ego strength (self-esteem) when compared to middle-class children particularly in the area of academics. During the early stages of the extra-classroom help, they would say, " I am stupid". or refuse to answer questions for fear of giving wrong answers. As the children became more at ease, their spontaneity increased. The specialist gave recognition to good-wrong responses: (example: cool-aid for pitcher). Often children would substitute other words that mean the same thing but because of their lack of exposure to what is defined as "appropriate middle-class language", they frequently did not receive recognition for the basic correct answer in class. Teachers were informed to deal with this appropriately by recognizing the responses of the children and crediting them while exploring the possibilities of using other words to mean the same thing (again, with little judgement concerning wrong or right).

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* A kindergarten teacher at Greenburgh School District No. 8

The children were recognized and praised for their participation. They gained self-confidence in handling language as the year progressed. They increased their facility in the area of vocabulary, descriptive words and sentence length.

Another concern was the children's need for immediate gratification. Because they saw the authority figure as non-threatening, they tested him out in terms of wanting things immediately (toys, puzzles, games) and in terms of getting his attention (recognition and love) at their call. The adult had to begin to set limits in this area.

Most of the children on the Project Able Program had a close relationship with the specialist; however, some children did not allow themselves to become involved and it was difficult to reach them. (One child appeared unreachable for a large segment of the year until he found that he had the same first name as the adult. The child soon became involved). Some children expressed a great deal of hostility toward the language consultant, testing out his response to the hostility and in turn really testing the adult in terms of the kind of person he was (I don't like you, you're bald). The adult's response was not defensive ("I am and wish I weren't") and as a result, the children's feelings began to change from hostility to respect. The relationship with most of the children was such a positive one that very often they would slip and call him "Daddy". At first, this was ignored. However, many children began intentionally to call him "Daddy". It was necessary to discuss this with the group and define the adult role in relation to them. In no way did he want the child to be alienated from his family nor develop an overly-dependent relationship with the specialist. Although he gave the assurance that they were appreciated, his role, nevertheless, was very different from that of the parent. This discussion proved successful; the children discontinued the word.

Some children felt rejected when they were not taken out of the classroom on a particular day because of other commitments and meetings. There was a strong reaction (anger, dejection, etc.) It was necessary to talk to the children and have them see that he had other responsibilities and concerns. It was also necessary to decrease the amount of time the children were seen during the last two weeks of school in order to prepare them for the summer vacation.

Language Consultant's Reaction to Children's Behavior

In the beginning, the language specialist reacted strongly to the children who were poorly clothed and who were in need of a bath. (Close physical contact was avoided. He was unable to view these children as individuals and rather tended to react to them as a group; example; all children, dull unclean, etc.). At the onset of training, he expected certain behavior and that the children would be interested in academic skills. His immediate reaction to the children was one of stereotyping. He was frustrated because he was unable to reach these children on his terms; the frustration eventually manifesting itself into anger. Although he took great pains not to show these feelings, the children were able to sense what he was feeling at the time. He was anxious when the children were hyperactive and his impulse was to punish them for this kind of behavior although he had enough awareness that this would not be beneficial. It was difficult to discover where he and the children could meet on common ground.

It was soon apparent that the consultant had to look at himself and talk to other people to discover just what seemed to be "wrong". One of the blatant problems that he became aware of was that he had approached these Project Able children with a set of thinking different from those of the children. He realized that he demanded that these children take-on all of the middle-class values that he considered important, not appreciating the fact that the children came from an environment in which the value system was not entirely the same as his. It became further apparent that one should not have expectations but rather accept the child on the basis of how he is at this time. The consultant was not there to set judgement but rather to try to guide the children in a direction that would help them function in school. He was soon better able to see these children as individuals, to deal with them in terms of their individual needs. He learned more about the environment from which these children came and the day-to-day frustration they have to face in order to survive.

Limits had to be set and the children were actually seeking this; they wanted to be told what would be acceptable behavior. They continually tested the consultant to see if he were consistent in what was expected. Academic excellence was no longer demanded but he was able to recognize the progress the children achieved. He was able to appreciate and to feel a sense of accomplishment when the children strove toward improvement. That they did not wear the accepted mode of dress became unimportant.

It is recommended that the classroom teacher working with deprived children (as with all children), be aware that she should not demand standards that are unrealistic, that she look at each child objectively and know on what level that child is functioning, without placing a value judgement. The teacher could teach the child at a faster pace if she looked at him dynamically rather than respond to superficial behavior.

Physical Setting

A total number of forty-three Project Able children were seen for extra-classroom sessions. Initially, the children were seen in groups of eight. However, after the fourth week of the training program, it was decided to reduce the number of children in each group to four. This decision was made in order that the specialist might be available for the training session. The children were seen for a fifteen minute period on a four or five hour a week basis. The groups consisted of randomly selected children from different classrooms. However, as the specialist became more familiar with the individual personalities, the groups were rearranged in relation to the child's potential to interact in a group setting and the academic expectations. As was mentioned previously, there was little difficulty removing the children from the classroom situation. The children were eager to attend these sessions and no stigma was attached to taking the children out.

It was found that the children were easily distracted by pictures on the walls, by any display of materials (brightly colored pictures) that were to be used for the particular session and by any outside noises or minor interruptions. It was necessary to strip the room to bare essentials (tables and chairs) and to keep the materials that were being used for the session out of sight until they were needed. It was hypothesized that the children manifested this type of behavior due to the lack of worldly possessions and a feeling of a lack of security. It was further theorized that holding on to these possessions symbollically represented a sense of ownership and identity. The children had a need to touch and feel everything they were able to grasp. They tended to want to possess the materials around them and needed continuous reassurance that the materials would be used in a little while. Initially, there was great resistance to returning the materials, It was not until they were secure in their relationship with the specialist that the children comfortably returned the materials.

The Project Able children also manifested a large degree of hyperactivity. They were unable to sit for a fifteen minute period of time. It was necessary to shift from one activity to another in order to maintain their interest. It was valuable to get them physically involved in an activity. There was a great tendency for the children to move around in the chairs and be unable to follow through with a task to its completion. The specialist had to adjust his program not to what he demanded from them but rather what the children were ready for at the particular time. A technique that was helpful to decrease the amount of hyperactivity was to have actual physical contact with the child who was displaying the hyperactivity (to touch the child on his shoulder lightly, to place an arm around the child and if need be, to hold the child's hand)*. It was as if the physical contact were able to slow down the child. It is felt that one reason for the hyperactivity is the lack of introspection that these children have of themselves. The lack of introspection stems from the child's fear of looking into himself because he finds his environment threatening. It must be noted that many of these families are existing on a survival basis in terms of economics, food, shelter and health. Sitting still may be equated with introspection and therefore remaining still causes anxiety as a signal that something is threatening. As a means of warding off the anxiety, they become hyperactive. Another possible cause for this excessive hyperactivity is the sense of permissiveness that prevailed in the group sessions. It is possible that these children over-reacted to an environment that allowed for some freedom of movement, something that they were not accustomed to in their restricted environments (lack of room space, no room of their own, freedom to answer back parents, concern with noise in the house, experiencing new situations).

Initially, the specialist found himself reacting in a hostile way to the children's hyperactivity. He expected that the children would respond to this new situation in accordance with an accepted mode of behavior (use of verbal expression as a means of warding off anxiety). It was not until he had the insight of equating the physical activity with anxiety and the reasons for the anxiety that he was able to appreciate the fact that these children were not really different than other children.

The hyperactivity of some of the children diminished considerably when they began to feel secure in their relationship with the specialist. They were better able to focus on tasks and allowed themselves to become involved in what they were doing. It was also found that their attention span increased so that some sessions were able to continue for half-hour periods. However, the children reverted to old patterns of behavior (hyperactivity) in stress situations. This was not interpreted as a lack of growth.

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* Frank Reissman, Culturally Deprived Child.

It is important to note that the object of the special language program was to make the children feel comfortable enough in the sessions to allow them to use all their capabilities and knowledge in the language area and to expose them to language experiences that would help them in communicating their thoughts and ideas, experiences and feelings in as precise a manner as their capabilities would allow. It was the hope and aim of these sessions to close the gap in the language area so that the Project Able children would not find the school environment threatening and to better achieve academically as a result of improved fluency in language. At all times children were encouraged to respond.

Methods and Materials

As was stated earlier, one of the most important diagnostic findings to be revealed was the fact that a majority of the Project Able children relied heavily upon visual and tactile clues to respond appropriately to their environment. There was a definite difference in test results and observations in the classroom when comparing the middle-class children's responses to auditory clues. Middle-class children were better able to cope with auditory clues which gave them a definite advantage in our verbal-auditory-geared society. Middle-class children were better prepared to think in abstractions and to conceptualize more easily than Project Able children as a result of environmental value systems. It was found that middle-class children were batter able to categorize animals, fruits, vegetables, furniture and clothing so that when a teacher spoke of animals, the middle-class children were receiving words that had a meaning to them. This was not so with the Project Able children.

It was decided to initiate the special program using as many verbal and tactile clues to help the children build concepts with the anticipation of slowly evolving from visual and tactile clues to auditory clues in a step-by-step procedure. One of the first materials to be used in the training sessions in working in the area of categorizing was the use of puzzles. These puzzles were classified into areas such as clothing, furniture, animals, transportation, food, etc. Initially, the child played with the puzzles and the specialist casually talked about naming the picture (s) in the puzzle. When all the children were familiar with the name of each picture on the puzzle, they began labeling all these names into one category (fruit, furniture, clothing, etc.). Each child repeated this new word and watched the specialist form the words. New words were added to the categories and eventually category games were played without the use of the puzzles. The child was beginning to be stimulated by auditory clues without the aid of visual clues. Eventually, most of the children were able to name any object from a category without any hesitation. Another means of stimulating the children was by actually bringing fruit which was cut up and distributed. As the children were given the fruit, it was casually mentioned that, "Joan is eating a fruit called an apple, Mary is eating a fruit called a grape". There was continual repetition in this practice of naming categories. It was never taken for granted that a child knew a concept and there was a continual check to be sure that the children were grasping the concept. Another game used often in developing concepts was the object lotto game. The picture of an object would be shown to the child; when the child became familiar enough with all the objects, auditory clues would then be used (without the use of the object). Eventually, the children became the callers of the objects. The children responded very well to this kind of activity and it became a learning situation for them. Puzzles that involved both shape and color were also used, again continually naming and allowing the children to feel and see the particular shape being discussed. Games were devised where they had to look for the same or different shapes and colors, (can we find another color that is the same ? etc.). The specialist continually tried to relate what was being learned to conversational situations (that's a pretty red dress Mary is wearing, what color dress is Jane wearing?).

Because the children had difficulty in the concept of same and difference, this area of conceptualization became part of the program initially using visual, tactile clues to point out similarities. The following sensory modalities were used first as a result of test materials.

Visual & Tactile

1. Talking about color differences (using colored paper, wearing apparel, objects in the room)

2. Feeling different objects -- is it same or different (shape-size) using puzzle

3. Comparing picture using Negro children (same or different)

4. Studying facial characteristics

5. Using reading readiness material (Scott-Foresman), a-pictures, b-letters, c-numbers; Ginn Basic Reader, Dolch Picture Readiness

6. Using "What's Missing" lotto game to sharpen perception of missing objects

7. Using rubber number figures with pegs comparing the same and differences

8. Using "Balloon Man" puzzle--matching words and colors

Use of Auditory Clues

When it was certain that the children were able to grasp the concept of same and difference with the aid of visual and tactile clues, the concept of same and different was used on the auditory level in the following manner:

1. Gross sounds--listening to noises around them (steam, knock on the door, clap of hands, animal noises, children imitating animal noises, etc.), discussion ensued to see if these sounds were same or different--why were they--(loud vs soft sounds) records containing gross sounds were used--house noises, listening for them.

2. Fine sounds were then discussed:
   a) Voices being the same or different--use of tape recorder
   b) Montessori series in sound discrimination
   c) Individual phonetic sounds--talking about the same and different
   d) Rhyming words--riddles, a rhyme lotto game
   e) Making poems--rhyming
   f) Listening for words that rhyme in poetry
   g) Thinking of words that begin the same--use of story telling--Text Speech Correction Through Story Telling Unit by Elizebeth McGinley Nemoy
   h) Listening to stories on tape recorder (recorded by an adult) discussion of the story afterwards--discuss response
   i) Whisper game--Pre-primer, Follett Series--Tell Us A Story

Summary of Results in the Instruction of the Concept of Same and Difference

It was found that the children responded well to these techniques and they were able to grasp the concept of same and difference very quickly particularly when visual clues were presented. The children began to discuss similarities and differences in their conversations and carry over was good from one session to the next.

The Project Able children continued to have difficulty in discovering same and difference in rhyming words and initial consonants although the basic concept was maintained.

Mathematical Concepts

There was some attempt to teach the Project Able children some Mathematical Concepts (recognizing numbers) 1-20, rote teaching of numbers 1-20, size differences etc. The materials used were as follows:

a) Montessori series in Mathematical Concepts
b) Rubber number figures with pegs (1-20)
c) Number game (1-10) matching correct number to correct number objects
d) Comparison of size with the same objects or different objects in environment (this chair is smaller or bigger)

Summary

Few children were able to grasp many Mathematical Concepts, however, most children were able to count to higher numbers at the end of the year and were able to recognize more individual numbers.

Body Parts

As a result of these diagnostic findings, part of the training sessions was devoted to a discussion of one's physical self. A floor length mirror was used reviewing several body parts (nose, eyes, etc.) each day for a duration of a two-week period. Children stood before the mirror and the specialist pointed to his eyes and had the children point to their eyes and the other children's eyes. A discussion about eyes was pursued. The children initially had difficulty looking at themselves in the mirror and some refused to do so. However, they were continually encouraged to use the mirror and were told they could discover many beautiful things about themselves. Another technique that was used after the children became familiar with essential body parts was to play the game of Simple Simon--Simple Simon says, "point to your eyes".

Reading Readiness

Reading readiness materials were used when the children were better able to conceptualize and handle verbal situations. The

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following methods and materials were used in these areas:

1. Playing with Magnetic Alphabet and Spelling Board (not with the purpose of teaching the alphabet, this was used to help familiarize the children with the letters of the alphabet--writing their names and having them copy their names).
2. Use of Ginn Pre-primer Reader--Reading Readiness
3. Use of Scott-Foresman Series--Reading Readiness
4. Use of Pre-primer Follett Series--Using Negro children as part of the series--purpose: to help children better identify with the characters in the story. Discussions were held centering around the area of the character participating (both Negro and Caucasian). Children responded favorably to the Follett Series and noted that some of the characters in the story were Negro.
5. Allowing the children to take home crayons and scissors and requesting that they cut things from magazines and color pictures
6. Allowing children to take home books on pre-primer level to keep for a certain period of time
7. Reading fun matching pictures of similarities

Many kindergarten teachers found that this group of children reacted differently to the testing situation when the Lee-Clark Reading Readiness Test was given as compared to the same kind of children in previous years. These children appeared to have a greater security in the testing situation, they appeared to have a greater school -know how (they knew what to look for) and they were willing to venture guesses.

Materials Used in the Extra-Classroom Sessions

Puzzles (clothing, furniture, animals, people)
Pictures (Negro) colored paper
First Play Puzzles (transportation, animals)
Puzzle Reading Fun (I hear, I wear, match picture)
Dolch Picture Readiness Games
Puzzles (shapes and colors)
Montessori series in Sound Discrimination
Montessori series in Mathematical Concepts
Montessori series on Size
Rubber number figures with pegs
Riddle-a-Rhyme Lotto (rhyming)
Reading Fun (matching same things)
Object Lotto Vocabulary
What's Missing Lotto (child has to discover missing object)

The Balloon Man Puzzle (words and colors)
The World About Us Lotto (categorizing--snowman-sled and association
Number games (matching correct number of picture to number)
Magnetic Alphabet and Spelling Boards
Manuscript letter
Anagram with used letters
Plastic letters
Games to Play (Ginn Basic Reader--Reading Readiness)
Games to Play (Scott-Foresman Series Reading Readiness)
Pre-primer (Follett Series)
Indented wooden letter tracing starting with different colors

Work With Classroom Teachers

In-service programs for the kindergarten faculty were started early in the year. Initially, the interpretation of the diagnostic findings were discussed with the teachers by the elementary supervisor, speech consultant, psychologist and social worker and its implication for the class. The extra-classroom program was described to the teachers and discussions evolved around the practicality of administering some of the training techniques and methods in the classroom. Many teacher attitudes were revealed as a result of these discussions and such topics as middle-class value and judgements inherent in a teacher's background and their reaction to Project Able children were discussed fairly openly. Often teachers appeared to make value judgements on an unconscious level and in exploring certain feelings it was discovered that they tended to have a preconceived notion of accepted behavioral patterns. It should be stated that prior to this year, the kindergarten staff had minimal pupil personnel services available to them so that when the Project Able group appeared, the kindergarten teachers tended to feel uncomfortable for a short period of time. As the year progressed, teachers felt more secure in their relationship with the Project Able staff so that they became increasingly freer to discuss problems and to ask questions and exchange ideas with the team.[1] Individual conferences were set up with the six kindergarten teachers to discuss each child in her class and to report to her the progress made in the extra-classroom sessions. The teachers observed each of their children in the extra-classroom program and in turn all children were observed in the classroom situation. It was found that many children were more verbal and spontaneous in the

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1. Elementary Supervisor Coordinator of Project Able, Language Consultant, Psychologist, Social Workers.

extra-classroom sessions as compared to the classroom. This was discussed with teachers and techniques were discussed for use in the classroom. It was also agreed that due to the nature of the situation, the differences were to be expected. In the individual conference, the teacher was told the areas of the child's strengths and weaknesses and how she could possibly handle the situation in the classroom to make the child a more verbal person. In observing the teachers, such problems were discussed: recognizing good-wrong answers, time lapse in waiting for a response, checking to see if the child comprehends the concept discussed, personalities of the individual children, their possible potentialities and the kind of program and atmosphere that was created in the classroom. Most teachers responded to this constructive criticism in a positive manner.

The purpose of the in-service programs with the teachers was to serve the following:

1. To give the teachers a better understanding of the child's style of learning
2. To report progress in the extra-classroom program
3. To discuss the child's functioning in the classroom
4. To discuss methods and materials that could be helpful toward moving the child along at a more rapid pace in the classroom

It was felt that these conferences proved to be fruitful and valuable. The teachers and the Project Able staff had a better understanding of each other and both aimed to help the child function to his potential in the classroom. The teachers appeared supportive of the program and strongly recommended that Project Able be continued in the fall of 1963.

Test Results & Summary

The Project Able children were re-tested at the end of the school year. The same tests were used for re-evaluation as for initial testing. The children's response to the test situation was very different than their response to the initial testing. There was little of the delay in response that was evident at the beginning of the year, the academically oriented questions did not seem alien to them, they were willing to experiment in answering questions, their responses were no longer one word answers but rather they responded with a fluency and clarity of language that was non-existent at the initial testing, there was little resistance in relating to the tester, and above all, their responses were more appropriate and correct than in the initial testing. There was little difference in the correct response to questions of the Project Able children as compared to the middle-class children's responses at the end of the school year.

It is felt that many factors contributed to this improved response and it would be impossible for the writer to select one single factor. Such considerations as maturation, regular classroom experiences, extra-classroom program, parent contact and meeting, relationship between language specialist and children, sessions with the social worker, diagnosis and evaluation by the psychologist, classroom teacher's sensitivity to meeting the needs of these children, extra-library sessions have probably all contributed to help improve the test results and progress of these children. It is much too early in our development of the Project Able Program to eliminate or emphasize one or more of the above areas mentioned. It is hopeful that at a later date we will be better able to determine the factors that caused the most positive response. The ultimate aim of Project Able is to help these children achieve better academic performances, to give these children a feeling that school is a place for constructive growth and to help them feel that the school is interested and belongs to all children.

Following are tables of testing results:

Tables: Testing Results *

Project Able Children

Initial Testing, September 1962 — June 1963

A; Categories

	Responses		Responses	
	Correct	Incorrect	Correct	Incorrect
Animals	11	24	36	0
Fruit	8	29	30	6
Vegetables	6	29	25	11
Furniture	7	18	30	6
Meat	16	17	20	14
Clothing	31	6	35	0
Colors	29	9	35	1

Middle-class Children

	Responses		Responses	
	Correct	Incorrect	Correct	Incorrect
Animals	In September, 1962, all middle-class children gave an appropriate answer for all seven categories.		9	0
Fruit			6	3
Vegetables			6	3
Furniture			7	2
Meat			7	2
Clothing			8	1
Colors			9	0

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* Refer to Addendum No. 9 for clarification of diagnostic tools.

B. Body Image Scale

Project Able Children

September, 1962		June, 1963	
No. of Errors	No. of Children	No. of Errors	No. of Children
3	2	2	3
4	2	3	5
5	1	4	4
6	2	5	3
7	1	6	7
8	6	7	4
9	5	8	4
10	6	9	1
11	4	10	7
12	4	11	1
14	1	12	2
15	2	14	1
21	1		

Middle-class Children

No. of Errors	No. of Children	No. of Errors	No. of Children
1	2	1	1
2	1	2	1
3	2	4	2
4	2	5	1
5	2	7	1
6	2		

C. Orientation Scale

Project Able Children

Questions 1 through 6 and question 10 showed no difference in the kind of responses as compared to September, 1962; however, the following questions yielded new responses in June, 1963.

Question #7--more children were able to respond more appropriately
Correct--26 Incorrect--8

Question #8--more children were able to respond more appropriately
Correct--29 Incorrect--9

Question #9--more children were able to respond more appropriately; some were able to count as high as 100.

Question #11--more children were able to respond more appropriately
Correct--24 Incorrect--6

D. Memory and Recall Test

Both Project Able and Middle-class children showed no difference in responses to this test in September, 1962 or June, 1963.

E. Comprehension Test

Both Project Able and Middle-class children showed no difference in responses to this test in September, 1962 or June, 1963.

F. Auditory Discrimination Test

Project Able Children

	September, 1962	June, 1963
a) No. of children who scored within normal range or better	5	5
b) No. of children whose scores indicated inadequate auditory discrimination development	8	10
c) No. of children whose tests were invalid as a result of test scores, inability to distinguish differences of fine sounds, and inability to grasp the concept of same and difference	23	21
d) No. of children unable to test due to fear of testing situation and other reasons	4	1

Middle-class Children

	September, 1962	June, 1963
a) No. of children who scored within normal range or better	3	0
b) No. of children whose scores indicated inadequate auditory discrimination development	6	2
c) No. of children whose tests were invalid as a result of test scores, inability to distinguish differences of fine sounds, and inability to grasp the concept of same and difference	0	6
d) No. of children unable to test due to fear of testing situation and other reasons	0	0

Recommendations

It is certainly recommended that Project Able continue its program with the expressed hope that the past history of these underachieving children will eventually be eliminated.

At this time, the writer should like to make some recommendations to the classroom teachers:

a) That the classroom teacher consciously make an effort to encourage Project Able children to participate in verbal situations

b) That the classroom teacher allow for a period of time for the child to respond to questions

c) That the classroom teachers respond in a positive manner to good---wrong answers so that the child could be recognized for his answers to questions asked of him

d) That the classroom teacher use some of the techniques and materials used in the extra-classroom sessions in either small groups or when working with the entire class

e) That the classroom teacher shift from one activity to another flexibly if she finds she is losing the interest of the group and not demand that they pay attention

f) That the classroom teacher stimulates all avenues of the senses (visual, tactile, kinesthetic, auditory) in teaching new concepts to children

g) That the classroom teachers use Negro figures in picture books, dolls and visual aids in all curricula areas

h) That the classroom teacher make certain that her mode of communication in terms of concepts, abstraction etc., are being understood by these children and to relate whatever is being taught to the children's own life experiences in order to make them feel part of the class

i) That the classroom teacher make a conscious effort not to make over-demands upon these children in terms of what is expected in social situations

j) That the classroom teacher should be knowledgeable of the historical background of these children so that she can be better able to appreciate and understand them as individuals

k) That the classroom teacher be aware that many of these children are comfortable communicating with others through the physical media in addition to verbal media and they must be taught to use words instead of physical activity to express feelings

l) That the classroom teacher give these children a feeling of self-worth and a feeling of accomplishment in the tasks they do

m) That the classroom teacher continually encourage these children to set a higher standard for themselves than they do at the present time. It is the teacher's obligation to set higher aspirations in terms of education and job potential for these children

ELEMENTARY SCHOOL STUDY PROJECT

and

PROJECT ABLE

FIRST ANNUAL REPORT

1961-1962

GREENBURGH SCHOOL DISTRICT #8
475 West Hartsdale Ave.
Hartsdale, New York

New York University Center for School Services, Consultants.

To: The Board of Education, Greenburgh U.F.S.D. #8
From: Steering Committee, Elementary School Study and "Able" Projects
Subject: 1961-62 Report, Letter of Transmittal

In preparing the final report for the 1961-62 staff studies, the Steering Committee has reviewed all of the progress reports and the final reports of each committee. The findings and recommendations of all committees were combined into a composite report under major categories determined by the Steering Committee. In the summarizing and editing process it was felt some of the flavor and feeling of individual committee reports would be lost. Therefore, it was decided to present the final committee reports as an Appendix and to refer to them as warranted and desirable.

It is the belief of the committee that the reports presented do not measure the total outcomes of the studies since many of them were changes in feelings, attitudes and understandings which were not captured in the written reports.

This report is presented with the strong recommendation that it be implemented by action programs to be effected as rapidly as possible.

Respectfully submitted,

George Fitch
Sinai Waxman
Howard Norris
Bert Freilich
Kenneth Haskins
Doris McKelvy
Frances Minor
Charlotte Grant
Grace Schmidt
Frances Brooks
Marlene Feldstein
Mary Shean
Bob Bernstein
Lovely Billups
Aaron Lipton
Ethel Miller
Rae Clark
Jack Fruman
Stanley Barondes

STATEMENT OF PHILOSOPHY

The official Board of Education philosophy for this school system states that our schools shall meet the needs and interest and challenge the abilities of each individual child within an integrated school. This statement has been made again and again until it was assumed it was known and accepted by every employee. It appears this may have been an erroneous assumption.

There must be a common understanding and interpretation of the District philosophy if the objectives it is designed to effect are to be achieved. More important than understanding and interpretation of this philosophy is the commitment of each person to it.

Perhaps the first term to be clarified is integration. As used in the statement of philosophy this term means much more than the distribution of bodies among classes. It means that the value and worth of each individual is recognized, respected and utilized in making up the whole. It means that the individual has a position of self-respect and self-realization in the group. It means that the individual makes worth while contributions to the group and is accepted and respected by the group. It means that each individual is considered because of what he is or can be and not because of his environment. It means that the individual is not "pitied", "contained", "suffered", or "tolerated".

Meeting the needs and interests of children is an all-inclusive statement. Each child needs to develop a self-image which is satisfying to himself and acceptable to society. Each child needs to feel that he is accepted and not rejected by his peers. Each child needs to experience successes and to be able to cope with and accept his failures. Each child needs attention to his physical well-being and an understanding of his psychological and emotional make up. The interests of children vary. Each child needs guidance and encouragement in developing a variety of interests which will contribute both to his own present and future goals and satisfaction and to his group. Some interests must be aroused, some broadened, some controlled, some redirected in terms of the child's goals in life. In some instances the establishing of individual goals must precede the development of interests.

The abilities of children differ in quality and in kinds. Many times they are latent or depressed. All qualities and kinds of abilities are to be determined, developed and challenged by the school. No one type of abilities is to be exploited at the expense of developing less obvious or latent ones. The design of curriculum, organization, activities and program must be geared in this direction.

The American Nation in playing its present and future role on the world stage must practice its doctrine of the worth of the individual and must release and utilize the talents, abilities and energies of each person if it is to gain and retain the respect and confidence of the peoples of the world and preserve its way of life at home. The philosophy of Greenburgh #8 schools is in harmony with this national purpose. In meeting the needs and interests and challenging the abilities of all children we are using the board interpretation briefly outlined above. We are assuming that each child has needs, interests and abilities which must be determined, developed and directed both for the happiness, satisfaction, productivity and success of the individual and for the benefit of our democratic society. Our measure of success in attaining this philosophy is the degree to which we succeed in aiding each child in becoming everything he is potentially capable of being.

INTRODUCTION

Preface

"There is a great deal of concern in our schools today about helping the student learn to respect and appreciate the achievements and the worth of various minority groups. A student may be a member of a majority or minority group within a classroom by nature of his organizational affiliations, physical features, religious beliefs, dress, customs, or group population. He may also be a member of a minority group within a community, within a state, within a nation."

"The responsibility of building respect for all persons regardless of race, creed, color or national origin makes it imperative that the school give special attention to this concept of the democratic process."

"Many teachers in New York State who want to provide wholesome learning experiences for their pupils on this issue, acknowledge that their own background and training about minority groups is inadequate. We in education, know from research data and from our own observations that textbook information about the Negro and other minorities is not sufficient to help teachers as they strive to improve good intergroup relations understanding among their pupils, Where there has been no opportunity for personal contact by white people with Negroes at any level, or for Negroes to know many whites, greater problems for the teacher can be expected. This phase of teacher preparation is not generally provided in our teacher colleges."

Resource Handbook for Elementary School Teachers,
Teaching Intergroup Relations, University of the
State of New York

Background

Greenburgh School District #8 is located in the central part of Westchester County. It lies between the City of White Plains and the Village of Elmsford. It is intersected by several major highways including the Cross Westchester Expressway and Routes 119 and 100.

Prior to World War II the area was largely rural in nature with a number of large estates and farms. There was no industrial development. The population included a relatively large proportion of Negroes. Employment was found in the estates and in nearby cities and villages.

Following World War II there was a rapid breaking up of the estates and a sudden change of the district from rural to suburban.

Large numbers of families moved into the district with a resulting doubling of the school population in ten years. The new population was heterogeneous in many respects but, in general, represented a higher level of income and educational background than the original population.

Although the new population brought with it a higher socio-economic, cultural and educational level little happened within the community to raise the level for "older" residents, in fact, deterioration of housing and loss of employment on the farms and estates tended to make conditions worse.

Because attendance areas created de facto segregated schools, twelve years ago the District abandoned the neighborhood school concept and created a grade level attendance organization with all children of a given grade level attending the same school. Based on the Constitutional provision of equal opportunity for all people in the nation, this was a strong and sound position. It is reasonable to think that, at that time, few people, if any, could have foreseen all the implications and ramifications of this decision.

Ideally, children of all races, creeds, socio-economic and cultural backgrounds were to be brought together in the schools and classrooms in order that each child would have equal opportunity to develop his talents scholastically and that all children would gain social understanding, appreciations and strength through the experience of living and working together.

The Problem

In the last few years, as more exact, careful and critical examination was made of what was happening to children as a result of their experiences in school, a number of problems were identified. Some of the more basic are:

a). Why does a significant number of children with normal or above normal I.Q.'s make below normal achievement on all grade levels?

b). Why does a significant number of Negro children in the same classes score less than white children with equal, measured I.Q.'s?

c). Why does the number of under-achieving children consistently have a disproportionate number of Negro children?

d). Are scores made by children with poor socio-economic and cultural backgrounds really depressed because of these conditions or are there other significant causative factors?

e). To what degree can a teacher successfully meet the needs and interests and challenge the abilities of each child in a class group having the maximum possible range of variables?

f). What approach must be made to provide for remedial services and to release depressed abilities?

g). What must be done curriculum-wise to satisfy the needs of all children?

h). What must be done to improve the quality of instruction to satisfy the needs of all children?

i). What must be done to achieve an integrated school in every aspect?

THE STUDY

In 1959-60 a study of class groups raised the question of the effect of grouping on the achievement of the objectives of the district. Specifically, can integration and meeting all the needs of all children be accomplished simultaneously in groups representing all the ranges in variables present in the student population or should there be a modification in grouping practices? The educational, sociological and psychological complexities involved in this question made a simple solution impossible.In 1960-61, after many discussions with the staff, the Board of Education decided to engage consultant services to assist the staff in making an evaluation of the total elementary program and to assist in solving the question of grouping. The New York University Center for School Services was retained as consultants and began work in the Spring of 1961, making a statistical study of the class groups and achievement in relation to ability and an evaluation of the school program by a team of visiting evaluators.

In the Fall of 1961 a staff steering committee was formed and seven study committees were organized. The committees were assisted by Field Services consultants.

PROJECT ABLE

A matter of concern has been the significant number of children in the schools who are underprivileged and the effect this condition has on their overall adjustment to and achievement in school. Through funds made available by the 1961 Legislature the District received a matching grant To Identify and Provide Educational Assistance for Children from Culturally Deprived Backgrounds. The short title for this program is Project Able. The specific work undertaken under Project Able has been the identification of underprivileged children, psychological testing and statistical studies. Otherwise, the Project Able study was combined with the general study.

RECOMMENDATIONS

The Steering Committee has reviewed all of the reports of the study committees and has summarized and consolidated them into a coordinated set of recommendations. Some of the committee reports overlap; some touch on the same subject but approach it from a different point of view; others are entirely separate. In preparing these recommendations the Steering Committee felt there were seven major topics under which all reports could be classified. Some committee recommendations fall under two or more headings which can be expected because of the complexity of the problems under study. The Steering Committee decided to list such recommendations under several headings and to indicate the weight of the recommendations by the length and detail under the category being emphasized.

I. Language Development

The importance of language development in all its ramifications to the total success of all children in school has been given first priority by the Steering Committee. The following recommendations are presented.

1. Pre-school programs

A child's language development has begun before he enters school. The quantity and quality of this development and the predisposition of children to express themselves depend largely on the home and community background. As a result, children enter Kindergarten with wide ranges of development. It is recommended that pre school programs (day care, nursery, recreation, etc.) be developed with the following objectives:

a) To provide higher levels of language development opportunities
b) To provide wholesome experiences which provide strong language development backgrounds
c) To acquaint parents with the importance of language development for success in school

2. Necessary Language Development Skills

It is recommended that a major study and action program be developed leading to a detailed, printed program for teachers to use in teaching the skills and activities of each developmental level in:

a) listening
b) speaking
c) writing
d) reading
e) study skills

3. Cultural Considerations

Language development is a function of the culture and society in which the individual operates. This has implications for both the teacher and the child. It is recommended that:

a) The teaching staff be fully informed of the composition of the school district and the cultural gackgrounds of the children.

b) The teaching staff develop a broader understanding and a deeper appreciation of the language patterns of different cultural backgrounds.

c) Children be taught to understand language differences.

4. Parental Involvement in Language Development

Parents can and do play many rôles in the language development of their children. It is important that parents do not work at cross purposes with the school. It is recommended that:

a) All parents be informed of the school's language development program
b) The school provide parents with book lists, suggested activities, lists of experiences, etc. which they may use at home

5. Importance of Attitudes

A pupil's attitude directly affects his learning. It is recommended that the school program be designed:

a) To develop a feeling of comfort on the part of the pupil with the language experiences presented in school.

b) To develop a satisfying self-image on the part of the pupil

c) To develop a favorable attitude toward improving his language competency

6. Use of teacher specialists

It is recommended that the assignment of teacher specialists (reading, librarian, speech teacher, etc.) be re-examined with the objective of gaining a more effective utilization of their skills and knowledge for more children.

7. Self-Identification

A child develops an interest in, is motivated by and learns more readily with materials with which he can identify. It is recommended that the schools constantly search for and obtain a variety of teaching materials, books, publications, motion pictures, etc., with which children can identify.

8. Community Resources

It is recommended that maximum, planned use be made of human and material community resources to provide meaningful language development and other learning experiences for children.

9. Communication

It is recommended that an improved communication system be developed to insure better exchange of information and continuity of program among teachers and between schools.

10. Standards and Values

It is recommended that a consistent set of standards and values be developed for the language development program of the schools.

11. In-Service Programs

It is recommended that in-service programs be scheduled to accomplish the above recommendations.

II. Consistency and Continuity

Prescribing and proscribing the school program in its every detail is to be avoided. A school and a teacher must have a reasonable amount of freedom to develop the details of the total school program to meet group and individual needs. However, there must be a basic consistency and continuity throughout the total system. REcommendations in the following areas are being made to correct inadequacies:

1. Grouping for Instruction

It is recommended to the Board of Education and the administration that consistent grouping policies and practices, with continuity of objectives, be adopted for all schools in the district.

2. Curriculum

It is recommended that coordinated and continuous courses of study be adopted for each instructional area in the elementary schools.

3. Record Keeping

It is recommended that standard instructions and procedures be issued for all record keeping.

4. Standards of Excellence

It is recommended that challenging and consistent standards of excellence be established to serve as guide lines for teachers in evaluating individual pupil performance.

5. Instructional Resources

Community resources, field trips, audio-visual materials, educational T-V and other teaching resources (if used appropriately) offer extremely important aids in modern teaching. It is recommended that:

a) Consistent policies be developed for such use
b) Curriculum designation be determined for use of such resources.
c) Scheduling be accomplished through the school and/or central office to remove such responsibility from individual teachers and to coordinate efforts.

6. Testing and Reporting

Children and parents have a right to expect consistency in the evaluation of academic progress of their children. It is recommended that

a) A consistent, standardized testing program be employed
b) Subject, grade level tests be developed cooperatively
c) Testing be performed in uniform procedures
d) Test results be uniformly interpreted

III. Grouping - (See committee report in Appendix)

Grouping for instructional and management purposes is a necessity in modern school organization. There are many grouping plans in existence. The grouping plan adopted by a school district should make maximum contribution to the implementation of the philosophy and to the attainment of objectives of the district. The following recommendations are made:

1. Practices and Criteria - (See Report)
   It is recommended that, whatever the grouping plan may be, the implementation of it be consistent within schools and between schools.

2. Mobility Factors - (See Mobility Study of May 15, 1962)
   Mobility has been determined to be significant both in numbers of pupils moving into and out of the district and from one group to another within the schools. It is believed the degree of mobility has an affect on achieving the goals of the District. Therefore, it is recommended that further study be made of this factor and that due consideration be given to it in grouping.

3. Class Size
   It is recommended that optimum group size (maximum) be determined for each type of activity and for objectives to be accomplished.

4. Class Composition
   The social make-up of a class is of great importance. To accomplish the objective of complete integration it is essential that children from different backgrounds and heritages learn to work and live together. It is recommended that regular class groups be representative of the socio-economic composition of the school district, that no child be an isolated representative of a racial, social, economic religious group and that no group contain more than 50% of a community minotiry group.

5. Regrouping
   It is considered to be a virtual impossibility for any teacher to satisfy all of the needs of every child in a representative class group. Therefore, it is recommended that children be regrouped for part of the school day for the purpose of meeting their needs more effectively, for better utilization of the strengths of the teaching staff, for more effective use of special teachers and for using large and small group instructional procedures.

6. Ability Ranges
   Every individual possesses a vast complex of intellectual, social, physical and psychological abilities. A group of 25 children selected at random will represent a vast array of ranges in all these abilities It is recommended that the complex of functional learning ranges within each class group be limited sufficiently to enable a competent teacher to meet the needs of each child of the group with the optimum chance of success.

IV. In-Service Programs

Through retirements, personal motives, professional advancement, population growth, and other causes the membership of a school staff constantly changes. Information and new findings from the sociological, anthropological and psychological disciplines are becoming available in significant areas. New materials, methodology and curriculum concepts are beings developed. It has become almost impossible for the practicing teacher to keep up to date with all the developments affecting his profession. Therefore, it is recommended that a strong, purposeful continuing in-service program be developed to keep staff members, new and old, abreast of these developments and to prepare them for changes in our own system. The following specific areas are recommended:

a) Language development (see above)
b) Grouping
c) Testing - preparation, administration, evaluation, interpretation
d) Materials - use of (see below)
e) Curriculum - development, understanding, implementation
f) Public, community and parent relations
g) New developments in education

The committee makes a strong recommendation that serious consideration be given to teacher workshops conducted during the eleventh month(on a voluntary basis) with extra pay.

V. Materials - (See Committee Report in Appendix)

Textbooks, reference books, library books audio-visual materials, and other teaching materials are the teaching tools of the teacher. A scarcity of materials hamper both the teacher and the pupil. Materials of poor quality are of doubtful use. Materials we choose must be consonant with the educational and philosophical objectives to be accomplished within our district.

1. Budgetary Allocations

Materials adequate in quantity and quality to achieve the goals of this district must be provided all teachers. It is recommended that budgetary allocations be maintained, and increased, if necessary, to meet this need.

2. Criteria for selection of

Hundreds of manufacturers, publishers and producers are flooding the market with teaching materials and are making all types of claims for the efficacy of them. Although selection criteria are published and independent recommendations by professional associations are usually available as guides, the selection of materials for use in our integrated schools requires special consideration. Therefore, it is recommended that the criteria developed by the Materials Committee be adopted.

A. Topic

1. The topic should be acceptable to all groups and subjects
2. The topic should be suitable to the age level for which

3. The point should be presented naturally, without being contrived
4. There should be no tendency to over-emphasize any one group over a given period of time. All groups should be represented in an over-all selection.
5. The content to be communicated by the material should be useful and important.
6. The material should be conducive to discussion, further study, further learning and vicarious experiencing.
7. Materials should be timely, sensitive to current changes and revisions in world activities.
8. Materials should be screened to avoid unfavorable identifications and stereotypes involving any group.
9. Materials should, if possible, be serviceable for at least five years.

B. Pictures

1. Pictures should be unstereotyped
2. They should be attractive as mush as is possible
3. They should remain natural and uncontrived.
4. They should illustrate the contributions of various ethnic groups
5. They should be inspiring to minority groups
6. They should remain in keeping with the point being presented

C. Language

1. The language should be understandable at the age level for which it is intended
2. It should be suited to the subject to which it refers (expository, poetic, etc.)
3. It should be enjoyable
4. It should remain free of objectionable dialect, vernacular and derogatory terms contrived to embarass any minority groups.
5. It should be suited to the times which are represented in the story.

D. Miscellaneous

1. Commercial evaluations such as publishers' advertisements and jobbers lists should not be used in selecting materials without seeking impartial evaluation from authoritative lists.
2. We must consider the availability and the price in recommending the purchase of materials
3. Try to be sure that materials selected will appeal to a majority of the teachers and would be obviously useful in all classrooms.

3. Standing Committee to search for and select materials

It is recommended that a standing staff committee consisting of the librarians, a teacher from each school, home-school counsellor, and Elementary Supervisor as chairman, be appointed by the Supervising Principal, to search for and select appropriate instructional materials and that the committee be urged to utilize local resource persons to the maximum degree

4. Quantity and quality of materials in classrooms
   It is recommended that the standing committee select a core collection of books and materials for each classroom and submit same to the principal for ordering.

5. Uniform policies and directions for use of
   Materials selected for use in attaining specific objectives such as inter-racial understanding, cultural appreciation, and development of self-identification must be used properly by all teachers in all classrooms. It is recommended that in addition to guidance derived from workshops in this area, the Standing Committee provide direction for the efficacious use of books and materials.

6. Local Preparation of Materials
   The selection of appropriate intercultural materials is small in comparison to the need. It is recommended that measures be taken and funds be made available each year to enable staff members to develop, prepare and duplicate appropriate materials for use by all teachers. Such measures may include in-service salary credits and 11th month employment programs.

VI Evaluation (See Achievement Committee Report in Appendix)

Complacency [illegible] on is a state to be feared. [illegible] ed under estimations are harmful. The staff and the community should have a realistic, consistent evaluation of its schools.
A pupil and his parents should have a realistic understanding of his total achievement in school. Therefore, the following recommendations are presented:

1. Consistency - It is recommended that action be taken to standardize and make consistent all evaluations within the district

2. Attitudes - The attitudes of children, parents and teachers play an extremely important role in the attainment of school objectives. It is recommended that scales be obtained or developed for evaluating attitudes of children, teachers, and parents.

3. Means of
   It is recommended that evaluations be made by use of: a) standardized tests, scales and forms and b) by teacher and staff materials prepared in accordance with fully understood and developed criteria and standards.

4. Total Growth and Development
   Reliance on standardized scores as a primary source of evaluation is common practice. The expected outcomes of our school program is much greater than those measured by standardized tests. It is recommended that the evaluation process be broadened and expanded to include other reliable evaluations of the total growth and development of children.

5. Standards and Expectations
   Although standards and expectations have been stated in overall, philosophical terms, the interpretation of them has been left largely to individual schools and individual teachers. It is recommended that standards and expectations be stated more specifically in terms of local norms for all the schools in our district and in terms of national norms when available.

6. Teachers
   Teachers have a right to objective evaluation of their work. Evaluation of all staff members is essential to the constant improvement of the school program and the achievement of objectives. Any evaluation process should be fair and objective, should be in terms of clearly understood standards, and should be designed to help the teacher improve himself professionally. It is recommended that administrative and instructional staffs cooperatively develop a consistent teacher evaluation program for the District.

VII. Community and the School - (See Committee Report in Appendix)

The school is a creature of the community. The affairs of both are inextricably intertwined. The feelings, goals and ambitions of one must be understood by the other. There are times when the community must assume a leadership role and times when the school must do so. To maintain a sound working relationship between the two requires mutual understanding of goals, objectives and procedures and meaningful utilization of the resources of both. The Committee makes the following recommendations

1. Parent Teacher Conferences
   It is recommended that additional measures be taken to improve techniques of parent teacher conferences and to maintain more uniform and meaningful records of same.

2. Use of resources - material and personal
   The community has many resources - material and human - of value to the school. Much work has been done by the P.T.A. and staff members in cataloging such resources. It is recommended that these resources be utilized through specific curriculum planning.

3. Parent Participation in Class Activities
   There are many contributions parents can make to class activities. In participating actively parents can and do learn about the school and its programs. Parental participation has been most helpful but has been limited both in the number of activities and the parents involved. It is recommended that parents be involved in more activities and, if possible, that all parents be involved in purposeful activities during the school year.

4. Parent-Teacher Association
   The Parent Teacher Association is a helpful and productive adjunct to the school. Its role is supportive and informational. It is recommended that the spheres of action between P.T.A. and the professional staff be more clearly defined and understood.

5. Public Information
   Information concerning the schools has been sporadic and incomplete. The good work of the schools has been publicized too infrequently. It is recommended that steps be taken to form an organized, central, appropriately staffed public relations service to function through the press, district publications and other media.

6. Adult Education
   It is strongly recommended that an adult education program be re-established.

7. Pre School Programs
   It is recommended that pre-school programs be provided for a large number of children(if not all) in the district and that the school take active leadership in presenting the needs for such programs, in promoting such programs by community agencies and in investigating the feasibility of including them as part of the total school

8. Out of School Programs for Children
The time a child spends in school is short in comparison to the time he spends out of school. The work done by the school can be helped or hindered by the experiences, or lack of them, a child has outside of school. Therefore it is recommended that the school suggests and actively promotes types of out of school programs which will aid and abet the attainment of school objectives for all children.

9. Community Organizations
There are no community organizations, except the P.T.A., whose areas of operation are coterminous with the boundaries of the school district. However, there are many organizations whose area of interests is a part of the school district (Civic Associations) and others in which the school district is only a part of their total area of operations (Government of the Town of Greenburgh, Recreation Commission, Library, Churches, Fraternal, patriotic, service, charitable and other organizations). All of these organizations have an interest in children and many provide programs for them. It is strongly recommended that the school assume an active role in making known the types of programs community organizations could provide (study centers, social activities, recreation, etc.) which would augment and supplement school programs, and further, that the school assume a leadership role in setting up a district wide organization. to coordinate community programs for children of the district.

10. Workshops for Parents
To be successful school programs require active, positive support of parents. To give such support parents not only need to be informed but also must participate in the development of programs. It is recommended that the school staff organize and provide workshops for parents on subjects which the school deems important and on interest levels of the parents.

PRIORITY

Studies and recommendations are of little value unless action programs are initiated to implement them. The Committee strongly recommends that the above recommendations requiring Board of Education approval be acted upon expeditiously and that hose requiring administrative action be effected for the 1962-63 school year. Should it be necessary because of time, personnel and budgetary limitations to implement only part of these recommendations the following priority is recommended with equal emphasis to each.

> Grouping - Board action to establish policies and procedures and to permit administrative action to eliminate the constant expenditure of time and effort currently devoted to this problem.
>
> Materials - Action to implement all of the recommendations under this section.
>
> In-Service Programs - Administrative action to set up in-service workshops in use of materials, language development, curriculum areas and evaluation of pupils and teachers.
>
> Consistency and Continuity - Administrative action to implement all of the recommendations in this section.
>
> Evaluation - Development of a statement of expectations and standards for pupils and teachers and procedures for evaluating the same.
>
> Community and the School - Action to improve parent-teacher conferences, to establish a public information service, and to coordinate community agency efforts.

Final Report

RECOMMENDATIONS FOR THE ATTITUDES COMMITTEE SCHOOL YEAR 1962-63

In order to strive for the goals of the basic philosophy of Greenburgh District #8, it is important that the professional staff in our district continue to study the attitudes of teachers, pupils and the community. This report will concern itself with these attitudes.

It should be recognized that we are dealing with nebulous material that has been developing throughout the lifetime of each individual. These attitudes are part and parcel of what we are as human beings. The lack of specificity as well as the need we have to maintain ourselves, dictates that the processes in the recommendations will be long and arduous.

The following are the specific recommendations and their rationale:

1. Working with children of widely various backgrounds can be a demanding task. Most teachers in this general geographical area have middle class feelings, attitudes and preconceived notions in terms of what they expect and want from a child in the classroom situation.

It is recommended that a workshop be made available in which the teacher can discuss general or particular attitudes or behaviors of a child or group of children that she has aprticular difficulty in coping with in the classroom. Very often the teacher is not able to deal with a specific child because of her lack of knowledge and appreciation of the environment that influences the child's values and behavior. Another factor may be the feelings which she has, some on a very low level of awareness. The teacher must be ready to understand and be ready to change unfavorable attitudes and to make use of every opportunity the school can afford to develop personal and social maturity. It would therefore be of the utmost value if the professional personnel were able to make use of resource people both on the present staff (such as pupil personnel) and from other outside agencies that furnish consultation and which have appropriate experience and knowledge.

In summary, it is recommended that a workshop be set up to explore those attitudes and feelings of children who present various adjustment difficulties using our professional staff and other outside agencies in order to give the teaching staff a broader view and understanding of the child . It is expected that this type of program will necessitate the teachers' exploration of their interaction with the children and thus of themselves.

2. Language is an integral part of the formal education of our children. In addition , it is a major factor of our basic personality and an important prerequisite for growth. A lack of adequate language skills deprives the child of realizing his maximum growth and fullest potential. If sufficiently constricted, severe problems of adjustment and academic learning may develop.

Language growth can be stimulated through a variety of approaches. If children are interested , they will react with comments, criticism and appreciation. Each child had a contribution to make at his level of ability. Even the shyest child will be ready to speak at an appropriate time. When some children have to compete with children who have a sense of security and feeling of accomplishment, they frequently develop feelings of inferiority which spell defeat before they begin.

Little learning can take place where there are feelings of insecuirty, distrust and constant failure. Teachers, as well as parents, may be guilty of characterizing childre making comparisons or sarcastic remarks, rejecting certain children because they have little to say when the conversations are difficult to follow. In the school, it is the interest the teacher is able to create, the sense of security, the warmth and encouragement she expresses that will shape attitudes of children for learning instructions.

It is recommended that a workshop or in-service course be established to aid teachers in becoming aware of language activities that will stimulate discussions and develop children's ability to communicate on a verbal level. This is suggested with the understanding that each child can develop at his own pace, without comparisons with other children.

3. Each child , becuase of at least slight differences in genetic make-up and in numbers and kinds of experiences, is unique. Not only is this true physically but psychologically as well.

It has been observed, however, that certain groups of people within very broad bounds, have particular values, attitudes, modes of expression, characteristic "styles of living", etc. that have many generally similar features. These features are a function of these groups. It is this commonality of experiences thatprovides certain psychological kinship of group members. The greater the overlap of significant experiential areas, the greater the resemblance that individuals and groups will have. Conversely, the greater the diversity between significant experiential areas, the greater the difference that individuals and groups will have.

There are many such areas that may be defined fairly accurately. A few examples are:

a. race
b. Religion
c. Socio-economic elvel
d. Geographical residence
e. Political affiliation

From the brief and general discussion above it may be hypothesized, as well as observed in the very earliest school year that when individuals differe in most of the significant experiential areas, there will be differences in their values, attitudes modes of expression, etc.

If large groups of people have a sufficient number of significant overlapping areas so that in certain endeavors they may appear essentially as one, then they may constitute the majority and establish the rules which are most appropriate for these endeavors, rules which are usually consistent with their similar experiences. Groups have fewer significant overlapping areas will constitute minorities and, by definition, have fewer common experiences. Therefore, they will possess less knowledge of these rules and operate more porrly within their vaguely perceived bounds.

Psychology has recognized that minorities frequently are made to feel inadequate and unworthy. This oftentimes results in hositility which is turned inward (self-punitive) or is turned outward (punitive towarl the environment). These feelings are reinforced by the minorities' poor performance and lack of knowledge of the rules. Consequently, opportunity for positive growth and development decreases circularly.

Psychology has also recognized that continuous, deep and meaningful relationships are established and maintained best by persons who are most similar. The greater the dissimilarity, the broader the gap between them. If it is believed that large gaps which prevent even necessary and understanding communication, are damaging to the strength and fibre of all concerned (in this case, The United States), then it is necessary (at least) to provide an increase in the overlap of significant group experiences.

3. Attitudes

It is therefore recommended that workshops be established for teachers whill will aid them indetermining methods to provide an increase in the number of common, significant experiential areas of the various pupils and groups of pupils in the Greenburgh School District No. 8. All children arrive in school with a large, almost infinite number of experiences. Some overlap will be found in any child's experiential background. This overlap, as well as the diversity, will provide the children with certain skills, performance capabilities and behavioral potentials and patterns which make them alike as well as unique and upon which the "experience workshops" can build. This will, among other things (as pointed out previously), increase the meaningful communication between individuals and between groups as well as provide greater knowledge about the "rules" to the minorities and permit them to operate at a higher level. It is hoped that this will result in an increase of feelings of adequacy and worthiness and a lessening of hostility. It is also hoped that as communication becomes greater, there will be a corresponding broadening of understanding and respect for differning, non-overlapping experiences.

4. It is universally recognized that children enter school with broad background of differing and varying reactions and behavior toward school, authority, other children, themselves and the world in general. These experiences are largely rooted in the soil of attitudes, knowledge (or lack of it), personality characteristics, level of adjustment, emotional involvement and physical facility of the significant individuals (largely parents or parent surrogates in the childrens' lives. The impact of each of these areas on every aspect of the child's total adjustment and performance is obviously profound.

There can be little doubt that the interaction with teachers and other children in school greatly affects the total psychological development of each student. There also can be little doubt that the rate of this development as well as its directions are very significantly related to the experiences (as mentioned previously) that the child had prior to entering school and during his period of enrollment as a student, expecially during the first few years of elementary school.

Consequently, it is recommended that workshop-discussion groups, headed by qualified professionals in the social sciences, be offered to parents which would deal with such areas as child development, adjustment and learning, effects of various parental feelings on children's emotional growth, influence of siblings, etc. Definite information as well as extensive opportunity to explore this information should be provided. Feelins should also be explored and aired. It is suggested that the groups be relatively small, consisting of no more than a maximum of 15 persons. In addition, it would seem advisable to have the groups separated according to the grade e level of the children, such as:

Group 1 ---------------------Kindergarten - grade 2
Group 2 -------------------- Grade 3-4
Group 3 --------------------Grade 5-6

At least one group consisting of pre-school age children also seems advisable. This groups would perhaps have the greatest impact on the total positive development of their children and, consequently, on their children's adjustment to and development in school.

ACHIEVEMENT COMMITTEE - Final Report

Committee members

Alice Beckman
Janet Bryant
Jean Cohn
Marlene Feldstein, Chiarman
Bert Freilich
Shirley Klein
Aaron Lipton
Mary O'Rourke
Renee Siegel
Kyla Voltmer

Objectives

a) To provide a program to obtain the maximum achievement of all children, Achievement , hereafter, is defined as: academic, social, emotional and physical growth and development.

b) To provide a program geared to meet individual needs within a group structure

c) To develop for each child a sense of personal worth and an adequate and realistic self-concept

d) To develop opportunities for success for each child regardless of his obtained intellectual status.

e) To provide varying group experiences allowing for understanding, appreciation, and respect for individual differences both in academic and social spheres.

f) To establish goals for all children consistent with a democratic society and reflecting an awareness of the community setting.

g) To recognize and appreciate that this school is a uniqure organization reflecting the values of the community , and doing the pioneer work in the area of integrating varied cultural backgrounds.

h) To address ourselves to teaching the content of human relations as well as practicing good human relations in the classroom.

Criteria

a) All achievement should be measured in terms of multi-dimensions and not academic status alone. Evaluation of total achievement is an integrative function and must reflect the interaction of all dimensions.

b) Evaluation of academic growth should be based upon an awareness of individual capabilities utilizing:
1. Standardized Tests
2. Teacher-made Tests
3. Teacher evaluations
4. Dynamics of pupil-teacher, pupil-pupil interactions.

c) Evaluations of academic growth should be based upon comparison of pupils with local norms, national norms. and with individual capabilities.

d) Evaluation should be based upon district wide guideposts or a philosophy regarding achievement measurement so that some constancy and reliability in evaluation is possible.

e) Evaluation of social achievement, as well as physical and emotional growth, should be measured in terms of the variables of social growth and development of all children. Although a great deal more investigation and discussion is needed to clarify these variables, some of those discussed include: the upon one's definition of cooperation; the ability to work towards a group goal when such a goal has been set up by pupils or by the teacher; the question of the group an belonging with reference to creativity. The child;s ability to exercise self control : a social setting; the child's ability to accept rules for living together; developing acceptable responses to authority; and others.

Practical Applications:

a) Non-verbal forms of self- expression must be provided to reveal the true achievement level of less verbalchildren, but we must always strive towards the development of verbal ability.

b) Successful experiences must be provided for all children so as to raise each child self-image.

c) A teacher should know, feelmand exert her authority role so as to give children structure and to set limits within which children can work. A teacher's comfort with herself as an authority figure has a great deal to do with how children achieve.

d) Ideals toward which we strive in the area of social living need to be practiced within the classroom.

e) We have to scrutinize our teaching aids (e.g. , workbooks) to be sure they satisfy the needs of a wide range group. We cannot assume that all children grasp a concept equally fast.

f) Classes should be grouped for instructional purposes on the basis of interest, topics, ability, social activity, skills and tasks

g) Children should have more experiences encountering successful Negroes in various occupations as one step in improving their self-images and aspirations.

h) Should there be greater use of curriculum specialists in areas such as science, math, etc.?

i) Academic achievement requires a climate of social acceptance. Therefore, the school must concern itself with teaching social values in order to allow for its major function which is the educational development of all children.

j) Does mobility affect achievement?

k) Teachers need to recognize that children need rules and regulations; within these limits children can be creative. Creativity can'g be carried out without structure but too much structure does limit creativity.

l) How do teacher attitudes affect the achievement of children? How much growth is needed in each child for a teacher to feel that a child is making progress?

m) Do we, as teachers, tend to underestimate or give up on youngsters who are showing or have shown poor achievement? Do we need to be more optimistic?

n) How do we report achievement progress to parents? Are we honest? Do we tend not to want to hurt the parent and therefore neglect communicating? Do we trust our judgments? We we interpret tests appropriately to parents?

Specific Committee Findings:

a) Since standardized tests are inadequate as tools if they are the sole criterion for diagnosis and evaluation of children, other tools must be developed.

b) An orientation is needed for all teachers each year concerning the administration of tests and how to use the results most profitably. See attached Suggested Guideline for Interpretation of Standardized Achievement Tests, prepared by Mr. Freilich which served as a basis for some of our discussion. This too needs to be further refined to meet the needs of our district.

c) Do teachers view achievement tests as an evaluation of their teaching? More understanding is needed concerning the use of these tests.

d) Teachers should be more familiar with the school program on all grade levels so tha they know what comes before and goes on after their grade. For this, we recommend more inter-level visitation.

e) Some of the high school teachers have expressed a difficulty in working with a whole class as one group. Do we, on the elementary level, tend to teach in small groups more than is necessary or is it that listening skills of children are not developed adequately?

f) We need to develop better means of diagnosis so as to spot difficulties earlier.

g) How should a teacher deal with acting out behavior in youngsters who have a small repetoire of verbal responses?

h) In our efforts to control destructive and anti-social behavior, we must provide positive alternates to children to enable them to deal more adequately and more acceptably with their peers.

i) We need to be more cognizant of how behavior affects our evaluation of a child's achievement.

j) Children of low socio-economic background express poor or inadequate or unrealistic aspirations.

k) Children of low socio-economic background tend to underestimate their achievement status. Teachers also tend to under-expect from this group.

l) Children come to school with a pre-conceived attitude towards school, teachers, et

m) The impact of a teacher can offset a poor environment and poor learning experience

n) We need to educate the community to look for more than achievement test scores as indicative of growth and development.

o) Do teachers tend to push Negro children into non-academic areas, for example, spor music and art, neglecting to provide successful experiences in academic areas?

Specific Committee Recommendations.

a) In Service Credits

1. A study of language development through: A) the use of consultants; B) courses; c) demonstrations and observations; D) problems workshops to help in dealing with disturbed children in individual classrooms and to orient teachers so they can spot similar problems in their own classrooms and be helped in dealing with them.

2) Demonstrations of new materials such as Cuisenaire rods

3) Visitation for investigation of new methods such as dual progress,plan, team teaching, etc.

b) Recommended for the kindergarten program

1) Proposal for pre-school program for childfen to allow additional opportunity for achievement in primary grades.

2) Investigate possibilities for establishment of early home-school relations at this level.

3) Investigation of other communities pre-school programs.

4) Explore ways to utilize kindergarten time to orient children for the first grade academic setting.

5) Special focus on language activities.

c) Utilization of teachers in their areas of strength in other teacher's classrooms

d) Locate or construct an attitude scale which would be appropriate for the children in our district.

e) We should provide special services of a more immediate nature if we are to operate more from a preventive frame of reference than from a long drawn out therapeutic one.

f) A study to seek to better our communication to parents. We need to discuss procedures used in reporting results of our evaluations to parents.

g) Study of how reliable our standards of evaluation are and how uniform they are throughout the district.

h) Study of language acquisition as a key to achievement. We should study the skills involved and organize a pre-school or kindergarten program.

i) A study of listening skills, auditory perceptiom and discrimination, visual perception and discrimination.

j) Local norms for grade levels should be developed.

Grade level scores are arrived at on the basis of nationally developed statistical evaluation, derived from communities which range broadly in social, economic and cultural backgrounds. Because of this, concern has been expressed regarding comparison of children within the frame of reference of a smaller scale comparison i.e. child-schoo-state; child-schoo-county, child school city, etc. Further evaluation must be made in order to help us determine both; what weaknesses prevail in the child's academic structure (diagnostic), and what strengths he manifests in his academic performance (achievement). Therefore, we propose the establishment of local norms so that we can compare an individual with other children in the same grade in our district.

SUGGESTED GUIDELINE FOR INTERPRETATION OF STANDARDIZED ACHIEVEMENT TESTS

1. Group survey tests - as groups become larger, the greater the possibility exists that certain individuals are not being adequately measured.

2. An individual score on an achievement test is much less reliable than are total class or grade scores. Consequently , class results should be interpreted first by the teacher or administrator.

3. Test results may be used by teachers are a basis for comparison with the teacher's placement of working groups in a class. This also serves to provide some objective data to reinforce teacher judgments.

4. Grade equivalent scores indicate that a youngster is being compared with typical youngsters of the same age and grade.

5. A sixth grade pupil who achieves 10.0 in reading and 8.5 in arithmetic may not necessarily be stronger in reading than in arithmetic. The pupil could conceivably beat the 95th percentile in both skills as compared to his sixth grade group.

6. Arithmetic scores tend to have a narrower range than reading as they are affected by instruction and a curriculum that may present limited amounts of new concepts at different stages.

   A youngster's height in reading could be considerably greater than his height in arithmetic if he is of average ability and owrking near capacity.

7. The score 8.2 for a fifth grade pupil does not mean that he can do 8th grade work. A reasonable judgment would be that this pupil is probably working near capacity and considerably above grade level on this test. He may be one of the high achievers in his fifth grade group.

8. Diagnosis of strengths and weaknesses should be carefully considered. Any single test cannot measure with complete reliability all attributes that make up achievement.

9. Care should be exerted in comparing a pupil/s current test scores with previous tests. Some subjects are taught more intensively at certain levels. Knowledge of the curriculum is required in order to carefully interpret achievement test scores.

   Class soores could be more reliably compared to previous tests than individual scores unless they are in percentile units.

10. Test scores should tend to reinforce the teacher's judgment of a class and a youngster. Where wide discrepancy exists between test scores and performance, teacher judgement should be weighed more heavily. Errors in measurement, test administration, and the fact that a youngster may have an "off" day are all factors that influence actual test results.

11. Test performance generally represents the frustration level for a youngster rather than his independent work level.

12. Achievement tests can be utilized to identify high and low achievers. Since it may be impractical to follow up such performances with additional testing teacher judgment becomes significant in evaluating the height or depth of those deviate scores.

13. Norms should not be regarded as standards of excellence . Half of the norm group are above and half are below the median. Pupils that measure up to the national average (test norm) may or may not be functioning appropriately in relationship to their obtained capacities.

Average achievement must be related to the local reference group (class or grade tested) since there are instances when average achievement is considered below expectancy. Nor should there be undue concern with a class or group of classes that do not "measure up" since the local reference group may be somewhat below average.

Norms should, therefore, serve as guide posts, not as standards.

14. Knowledge of the general ability range of a class may allow one to make gross inferences regarding anticipated achievement.

15. While it is not strictly proper to compare age or grade quivalents on an achievement test with mental ages on an intelligence test since they are different devices, we do tend to make general inferences about level of ability and anticipated achievement. Conversion of test scores to percentiles is far more meaningful and useful in making such judgements.

CURRICULUM COMMITTEE [illegible] - Final Report -

Mrs. VanNess
Mrs. Bettinger
Miss Costone
Mrs. Williams
Mrs. Schneider
Miss Reader
Mrs. Dickman

Mr. Guiliano
Mr. Barondes
Mrs. Miller
Mr. Clute
Mr. Burke
Mrs. Segaul
Mr. Fruman - Chairman

The objectives of an American public school change from time to time, to keep pace with new circumstances arising in the community or the Society served by the school. Since all convictions held in education are subjec to uncertainty at best, the impact of changing circumstances can serve only to diminish the confidence with which they are held.

The implications of this statement leads to continual re-examination of existing conditions in the curriculum presently in practice in the several schools of District #8. To facilitate a study of current curriculum problems, members of the Curriculum Committee represent a cross section of the system.

This Committee is agreed on the following positive forces.

(a) That education is social in its nature and setting
(b) That education is concerned with values, with the quality of individual and group behavior as well as conditions under which it operates.
(c) That education is concerned with resources and materials, and their effect upon the behavior of individuals or groups.

(1) In this respect education is concerned with the teacher who directs the curriculum and the rest of the staff in relationship to the development of a good basic program.

(d) Education is concerned with the organization of a sound school program and the development of resource units. The problem in this area is to examine children, objectives, activities, materials, evaluations and planning procedures that all go together to insure important learning.

(e) Education is concerned with results,with evaluations.

The Curriculum Committee feels that:

(1) Curriculum research is a cooperative and continuing enterprise. It involves all teachers, all administration, all consultants who work with children.

(2) Curriculum research should involve specialists in content areas from time to time. INsight into American subcultures, through In-Servce training Programs, may be helpful in interpreting adequately the kinds of problems our children face. It would seem that present teacher concepts and attitudes could be aided through further studies in sociology, psychology, and anthopology to make better applications in a variety of areas. Certainly, the Committee feels the pressing need for re-examination of present subject areas and considerable study in new research to deremine the usefulness of such information to our own curriculum.

The following pattern represents in part, the manner in which the Committee arrived at the general Criteria already expressed:

Step One - Identify the Problems

Several early sessions were devoted to research materials supplied by the N.Y.U. group and free discussion It was decided because of limited time in sessions to limit the curreiulum study to one subject area - i.e. - Social Studies . When clearer understanding of the value of the N.Y.U. study developed, the Social Studies area became a more desirable focus for intensive research since it would point up many more aspects of complete and continuing integration.

Step Two - Problem Analysis

To discover and analyze our present system in Social Studies it was necessary to set up meetings at grade level with several Curriculum Committee members in attendance. Discussion of concepts, attitudes, content and skills were reviewed. Available materials, teacher attitudes, actual day by day curriculum (Social Studies only) were included. Some direction and organization were acceptable from administration as well as N.Y.U. representatives. All those participating were urged by Committee members to point up unsatisfactory findings as well as proven areas and personal feelings about present courses of study in District #8.

Upon examination, by the Committee is was found that several critical needs were recurring at every grade level.

1. Inadequate materials available in teaching inter-cultural and mixed racial patterns
2. The need for a better directed system of Field Trips
3. Lack of a successful and well organized In-Service prgoram _on-the job growth"
4. Inadequately organized materials for use (cooperatively) especially of new teachers, showing outline of "what to teach grade by grade."
5. The need for constant testing and re-testing in a given framework. The results to be avilable and useful at each grade level to each teacher.

    (a) Evaluation of achievement
    (b) Growth of personality
    (c) Enrichment program (Individual progress)
    (d) Remedial program (Known to classroom teachers)

Step three - Action Planning (recommendations)

The Curriculum Committee presents to the Steering Committee the following recommendations based on the findings, at each grade level, of its membership. These recommendations are guided by the following objectives:

A. Objectives: To educate all children of our school district
  1. To provide opportunities for children to develop their potential to the fullest.
  2. To provide children with experiences which will enable them to acquire the important skills, concepts and attitudes for effective living in a democratic society.
  3. To gain an understanding that people from all religions, nationalities, economic groups and races have made and are making important contributions to our way of life.
  4. To help the child achieve a sense of security within himself and in his relationships with others

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I. The development of In-Service workshops, seminars and course sponsored by Board of Education to promote better teacher experience, broaden vision, widen understandings to effectively cope with the needs of "all"children in District #8 schools.

Criteria for In-Service Education should include:

a. Recognition of need for staff members to grow on the job
b. Courses based on participants recognition of needs
c. Provision for necessary specialists help
d. Joint planning by participants, consultants and others concerned
e. Individuals working together and/or independantly

Criteria A - It is suggested that areas for such study include:

a. Social Psychology (also self-image development and improvement or growth)
b. Children's literature
c. Psychology of learning as to
   1. How children learn
   2. Material & Equipment
   3. What we teach
   4. Value of Evaluations tests & measurements

Recommendations 2 & 3 point towards a Director of/ and Central Office for the Supervision of special Instructional Materials and Equipment and the Dissemination of Field Trip Services.

Criteria

1. The central office should work cooperatively with parents and teachers to compile, maintain and revise a listing of field trips
2. The central office should develop a sound policy for board adoption governing all field tri activities.
3. The central office must provide a coordinated liason service for trips with local community agencies, business and industrial groups.
4. The central office must develop, compile and make available to teachers pictures, slides, filmstrips, exhibits and available resource persons that can contribute to the success of the classroom experience.

II. Greater and more flexible use of field trips as a valuable first hand experience These trips if properly used and conducted can appreciably improve a student's interest in learning and thereby contribute to the learning of academic skills. To further this recommendation we suggest the following steps be taken:

a. addition of another school bus
b. More effective communication, particularly on a local level between school and place to be visited
   1. Contact - responsible individual
   2. If possible visit place before trip to be taken to plan more effectively what to see (local trips)
   3. Utilize resources (pictures) to the fullest.
   4. Have experienced people come on trips to help point out important aspects of place visited - or brief parents who come (before trip)
   5. Central clearing house or trip file compiled, retained and continually revised within the central office.

c. Encourage trips by small groups during hours and days outside the normal the normal school schedule.
d. A pilot study to see how concentrated field trip experiences affect the motivation and learning of academic skills.
e. a Continuous study to discover new and different places to visit
f. Fund which can be used to aid children who can't afford to pay for trips (admissions, lunches, etc.)

3. We further recommend a Central office for materials to collect and contain
   a. complete picture file
   b. Enrichment materials
   c. Pamphlets, booklets, outlines
   d. Pictorial Curriculum Production of slides and film strips which relate to and reflect our own local community and usrroundings
   e. Audio-visual equipment in additional to that which is maintained in each school
   f. Models,dioramas, specimens, charts,,purchased for circulation to each school

Note: It is further suggested that such a central supply be administered as a Library, charging out and in all available materials and carrying a stipulated time so that as much as possible is on hand for as many as might need it.

4. A better grouping organization, both within grade level sections and at either ungraded levels or remedial groupings is trongly recommended.

Criteria For Grouping

I. Develop a system of grouping whereby children from under-privileged areas can use their full potential to achieve grade elvel performance.
II. Develop an awareness and understanding of the differences, similarities and limits of others
III. Develop social behavior and social attitudes acceptable to his group and society
IV. Develop an understanding and practice of democratic procedures.
V. Develop a sense of responsibility as to the importance of an individual's contribution to a group effort
VI. Tasks assigned in relation to his individual ability level within the group

If an individual child comes to this system from a culturally deprived area it has been found that the limitations of his previous experiences and learning patterns, make him unavailable for grade level achievement. The Curriculum Committee feels that such children should receive specialized care and instruction, either, through a half day ungraded special class stressing social and cultural learning patterns, or special classes well organized and specially staffed in a strong remendial program. Such a plan we know would be experiemental and would need time for organization , study in progress, frequent consultation and evaluation and special support financially.

5. It is also recommended that a program for pre-school children be developed. Training through Nursery Schools in underprivileged areas could be helpful in the placement of these children in their proper groupings and aid them in achieving at their highest potential when entering the present public school system.

Criteria - Organization

1. The sponsoring groups should represent a cross section of the community who are concerned and familiar with the needs of these children. (For example-doctors, nurses, ministers, social workers, etc.)
2. Children should be selected from culturally deprived homes
3. The class must be small enough to insure the development of a one to one relationship. (Around 8 to 10)

4. A highly qualified staff must be selected and oriented to the needs of the program.
5. Adequate funds must be provided to insure its ultimate success. (Local funds, foundation grants, etc.)
6. Provision must be made for sontinuously evaluating all aspects of the program.
7. Provision must be made for home-school cooperation.

Criteria-Program

1. The program should provide opportunities for manipulative activities (clay, finger paints, large blocks, picture books, etc.)
2. The program must provide opportunities for listening activities. (oral reading, records, etc.)
3. The program must provide opportunities for first hand learning experiences (include field trips)
4. The program must provide opportunities for the development of oral expressions.
5. The program must provide opportunities to learn good health habits and family living.
6. The program must provide opportunities for the development of social relationships.
7. The program must be supplied with carefully selected and purchased materials and equipment.
8. The program must provide adequate facilities.

6. We recommend that research begin in the area of testing techniques, diagnostic materials, and evaluation. This is a neglected part of our programming. Becuase of very limited materials, time and direction, there are many known individual qualities that slip by the classroom teacher. Again, a workshop on modern (new) tests and measurements, conducted by a highly qualified specialist would be helpful to our teaching staff.

Criteria

1. There is need for compiling a list of existing successful evaluation and diagnostic techniques used by the classroom teachers which some teachers might not have been aware of.
2. There is need to make more effective use of the pupil personnel services, for diagnostic testing, particularly during early years for the following reasons:

    a. Teachers cannot rely on observation alone
    b. Pupil personnel has better opportunity to work with individuals
    c. The earlier the problems are recognized the more effective they can be dealt with by all concerned.
    d. There may be personality conflicts between child and teacher
    e. PUpil personnel are more skilled in dealing with and sensitive to psychological problems

3. Thereis need for utilizing the pupil personnel services for the development of new and effective diagnostic and evaluation tools particularly for children in the early grades.

4. There is need for the development of more effective parent-teacher communication in the form of assistance by psychiatric social workers.

    a. Understanding of parent and home situation leads to understanding of child.

7. Although most of the cwrk of this Committee covers only one subject area , we recommend that research in every part of the Curriculum should be continued. In recent school years several courses of study were developed under the supervision of the late Dr. Meta Williams, of District #8. This material should be reviewed,

re-examined, brought up to date and evaluated. It is suggested that a professionally printed hand-book of curriculum data might serve as a teacher's guid.

Criteria

1. A priority schedule must be determined for subject areas to be covered.
2. There is need to arrive at a consensus as to desired achievable skills, concepts, attitudes and content for each grade level.
3. There is need for reevaluating the selection and purchase of instructional materials
4. There is need for considering the use of an eleventh month for intensive curriculum research and development.

8. We recommend a closer working relationship with the junior and senior high school in the area of curriculum development. (plan to be submitted.)

Step Four - Testing the Plan of Action

A. It is very difficult for this Committee to assess the effectiveness of recommendations that have not as yet been put to practical use. However, we feel that although much is being done to help our children toward an acceptable and somewhat satisfying self-concept, more is needed. To achieve this goal, right now, further discussions are needed among teachers at all grade levels. The teacher is the key person in helping the child to achieve this important goal. Only through an attempt at a one-to-one relationship with certain individuals can progress be made.

1. The teacher should be honest and sincere.
2. The class should have a climate free from fear
3. The teacher should discover favorable assets of children and express them to the child
4. The teacher should set challenging but attainable standards for children
5. The teacher should avoid situations which would obviously be det mental to a given child.
6. The teacher, if possible, should visit the home of a child who can benefit from this visit.
7. The teacher should speak frankly about peoples skin, color, hair, etc.
8. The teacher should encourage pupil's ideas of social acceptability by occasionally touching them in a friendly manner - eg; a hand on the shoulder, an arm around the waist, etc.
9. The teacher should immediately establish the fact that everyone is treated the same - that regardless of any factors or qualifications the teacher will be firm and fair with everyone.

MATERIALS COMMITTEE - Final Report

Eleanor Baldwin	Meg Romer
Ruth Easton	Marie Cestone
Elaine Bair	Lucia Haille
Francine Ferrara	Evelyn Volker, Recorder
Mary C. Shean	Lovely Billups, Chairman
Mirium Ruber	
Ann O'Malley	

The Materials Committee has utilized three basic approaches / in arriving at the following conclusions and recommendations:

1. By extending invitations and holding group interviews with people we considered to be helpful and knowledgeable in our subject area.

   a. Sophie Rasner - Walden School - Demonstrated collection of intergroup materials as applied in her elementary classroom

   b. B'nai B'rith of New Rochelle - A community service organization which demonstrated and donated materials that are useful in promoting good human relations among diversified groups.

   c. Augusta Baker - New York Public Library - A story telling specialist who has been instrumental in selecting and recommending acceptable books about Negro life and Negro contributions to American Life.

   d. Carson H. Graves - BOCES Audio Visual Library - Mr. Graves came to explain the functions and contributions available to our district as members of the above library. Recognizing the lack of films and film strips fostering intergroup tolerance and acceptance Mr. Graves has requested that we forward a copy of our findings to his office.

II. By subdividing ourselves into subject interest groups, we were able to investigate the following areas more precisely as regards our district philosophy and our criteria.

   a. Books
   b. Records
   c. Film and Film strips
   d. Arts and Crafts materials

As subgroups we proceeded to weed out materials on a priority basis. As regards books, we found it most practical to make three priority lists available to each teacher so that she or he could select books that would best suit his classroom climate. It is hoped that teachers and principals will cooperate in making representative orders from these lists so that each school will have a representative selection. Professional literature has been ordered through Dr. Waxman's office.

The Records sub=group and the Arts and Crafts sub=group went on "shopping excursions" in order to better evaluate relative materials.

III. By open discussions, questioning and exchange of ideas, we were able to arrive at common conclusions. Consequently we compiled a set of criteria for choosing materials which we felt were in keeping with the ideals of our district philosophy. It is our hope that teachers and administrators will consider these criteria before selecting books and other materials for our district.

OBJECTIVES -

I. Ascertain the need for specific materials which will enrich all groups represented in our district including culturally deprived children. And to enlarge and improve upon materials representing all foreign lands and peoples.

II. Locate and examine materials through:

a. Audio-visual materials, films, film strips. tapes, television, radio, opaque projectors, viewers, projectors, etc.

b. Libraries: Reference and circulating books, pamphlet and picture files.

c. Teaching aids: Clay, crayons, handicraft materials, art materials, manipulative equipment for arithmetic, etc.

d. Textbooks

e. Records

f. Speakers

g. Exhibits

h. Physical Education equipment

i. Professional materials

III. Set up criteria by which materials will be evaluated.

IV. Recommend the purchase of materials which will strengthen and enrich the positive attitude and improve the achievement of all children.

CRITERIA FOR CHOOSING MATERIALS

A. Topic

1. The topic should be acceptable to all groups and subjects
2. The topic should be suitable to the age level for which it is intended.
3. The point should be presented naturally, without being contrived.
4. There should be no tendency to over-emphasize any one group over a given period of time. All groups should be represented in an over-all selection.
5. The content to be communicated by the material should be useful and important.
6. The material should be conducive to discussion, further study, further learning, and vicarious experiencing.
7. Materials should be timely, sensitive to current changes and revisions in world activities.
8. Materials should be screened to avoid unfavorable identifications and stereotypes involving any group.
9. Materials should, if possible, be serviceable for at least five years.

B. Pictures

1. Pictures should be unstereotyped
2. They should be attractive as much as is possible
3. They should remain natural and uncontrived
4. They should illustrate the contributions of various ethnic groups
5. They should be inspiring to minority groups
6. They should remain in keeping with the point being presented.

C. Language

1. The language should be understandable at the age level for which it is intended.
2. It should be suited to the subject to which it refers (expository, poetic, etc.)
3. It should be enjoyable
4. It should remain free of objectionable dialect, vernacular and derogatory terms contrived to embarass any minority groups.
5. It should be suited to the times which are represented in the story.

D. Miscellaneous

1. Commercial evaluations such as publishers' advertisements and jobbers lists should not be used in selecting materials without seeking impartial evaluation from authoritative lists.
2. We must consider the availability and the price in recommending the purchase of materials.
3. Try to be sure that materials selected will appeal to a majority of the teachers and would be obviously useful in all classrooms.

Practical Applications for which these materials may be useful.

1. Manipulative experiences which are useful in helping children to identify with worthwhile goals.
    - a. Integrated representation of Community Helpers and family units. (Sets of the above mentioned helpers and families have been purchased for use in the kindergartens and the first grade.)
    - b. Arts and crafts materials which represent a wide variety of materials may be used to excite the creativity of the children and to foster an understanding of the media with which other people choose to work:
        1. according to accessibility of the material
        2. according to the types of art which they find attractive
        3. according to their cultural involvement (religion, etc.) (ex. Indian wood carving)

c. Community Resources:
Representative groups from the community visit the schools to offer programs, demonstrations, films, etc. on an interpersonal relations level. These groups are helpful as long as the school is aware of and has screened the ideals for which said groups stand. (Ex. B'nai B'rith program .... Dolls of Democracy)

II. Passive Participation

a. Integrated picture file of famous people to show the contributions of all nationalities to world development (Especially, our own American History)

b. Books

1. Story books can be used to stimulate curiosity and thus result in specific projects and activities in the various subject areas.

2. Books can be designed to open discussion on problems of group relations which arise in the school or classroom. These books help to foster better attitudes and encourage mutual respect among the various groups that make up the classroom population.

3. Books of factual information
a. American history books showing the contributions of all ethnic groups to the development of our country can be very helpful in fostering pride in children of minority groups. (Need more of these published)

b. Books about foreign lands and the customs of the peoples who populate these countries are also very helpful. There is a need for books of this type to be extended beyond the standard and time-worn units about the Netherlands, France, etc.

c. Biographies of famous people of different ethnic groups are useful on reading levels. These books, too, should be extended to include famous people of minority countries.

d. Books about American communities and their racial and religious composition help to demonstrate the ways in which all people may contribute to the functions of the community.

e. Books for recreational reading.
Books about minority groups should be available to be read for the soul purpose of enjoyment. (novels, short stories, etc.)

c. Film and Film strips

The above are very popular with children as they represent ways to gain information with very little effort on the part of the viewer. Therefore, it is important that films be chosen carefully and wisely. Films on intergroup relations may be used much the same way as books may be used .....

1. To launch discussions on group relation problems
2. To introduce study units both foreign and domestic
3. To augment projects that are already in progress
4. To tell about the lives of famous people
5. To tell about the contributions of all people to life in the community.

d. Music

Music can be used to bring to the children, through records, instruments and vocal participation, the concept of the unifying force of music throughout the world. They can enjoy this cultural exchange through these expressions:

a. Opera
b. Ballet
c. Bands
d. Folk Singing
e. Folk Dancing
f. Choral Singing
g. Popular Dancing

SPECIFIC COMMITTEE FINDINGS

1. Upon investigation into materials which were being utilized in our district at the present time and teachers methods of using these materials, we found

a. A lack of sufficient material which would represent cultural roots of all groups served by the district, ie

1. Basal readers, records, film and film strips, integrated social studies materials.

2. Books available in the libraries on these subjects are not being utilized sufficiently by the teachers

3. Teachers need to be made more aware of suitable criteria as regards our district philosophy, for determining what is objectionable and acceptable in books. In lieu of this it would seem beneficial to have a standing committee in the school district which will make itself available to help determine whether materials which are being introduced into our schools are suitable and acceptable according to our standards.

4. Teachers need to become aware of the need for opening up the areas of living and learning by and with all peoples, and then to accept the challenge this need represents, ie. exploring areas of learning in untried ways of using varied materials.

5. The committee feels that teachers' confusion about and or lack of awareness of the importance of these gestures present a major obstacle to the best utilization of suggested materials.

SPECIFIC COMMITTEE RECOMMENDATIONS

1. A list (see attached) of suggested book titles to be added to the Elementary Curriculum Library has been submitted to Dr. Waxman.

2. An exhibit of materials which could be used to increase intercultural understanding can be arranged by the committee for all elementary school personnel before this school year closes. This exhibit would give teachers an opportunity to examine the materials with a view toward ordering what they wish for their classrooms, and suggesting additional purchases for the libraries and visual aids collections in the schools.

3. A copy of the criteria for materials, developed by the Materials Committee, be made available to each teacher, sothat each one may apply these criteria when examining and purchasing materials.

4. An in-service course, or series of meetings with outside experts, be arranged to enlarge teachers' acquaintance with materials and to help develop further critical ability.

5. Extra funds be available, when necessary, to purchase materials which will further the philosophy of our school system.
6. A standing committee for reviewing new materials as effects our philosophy.

SPECIFIC RECOMMENDATIONS OF THE MATERIALS COMMITTEE

The following are lists of specific recommendations for the purchasing of materials which will aid teachers and classes in improving intergroup relations.

To be added to these recommendations are the following printed book lists, which are now on order:

1. Augusta Baker -- Books about Negro Life for Children
   New York Public Library, 1961
2. B'nai B'rith Anti-Defamation League -- American Friends Service Committee, 1962 -- Books for Friendship (due in June)

We hope to have copies of the above lists for every teacher in the elementary schools by June, 1962. We ask that teachers and principals scrutinize these lists, (including Mrs. Rasner's Book List Toward Integrated Education) and make purchases with the 10% of each school's book budget that has been allotted for this purpose.

These recommendations represent neither the final nor the total extent of materials that are available in these areas. They are a priority sampling to which we will be adding from time to time.

FILM RECOMMENDATIONS:

1. The King and the Lion -- 12 minutes based in part on the fable, Androcles and the Lion. The film effectively stresses the necessity for gentleness and kindness. Manhattan Region of National Conference of Christians and Jews.

2. One People -- 11 minutes (color) (no fee) A color carbon with Vincent Price as narrator. Depicts the contributions of nationality groups to our American culture. -- Anti-Defamation League of B'nai B'rith.

3. The Toymaker -- 20 minutes - color k-6. The story of a puppet maker and two of his puppets. Gives message that respect for and understanding of differences are necessary. Manhattan Region of National Conference of Christians and Jews.

4. Skipper Learns a Lesson -- 10 minutes. A modern fable in which four different kinds of dogs point up a lesson of democratic attitudes. Youngsters will be able to apply the film's moral concerning human relationships to their own activities at play and in the classroom. Manhattan Region of National Conference of Christians and Jews.

FILM STRIPS _

1. Color Film Strip - produced by Harmon Foundation. The strip is a selection of portraits from the Exhibit of Portraits of Outstanding Americans of Negro Origin sponsored by the Harmon Foundation. Helps to tell the story of persons of Negro Ancestry whose accomplishments have been a contribution to our American Culture.

2. About People -- 63 frames - (color) (silent) Cartoon based on Eva Knox's book ALL ABOUT US. Shows the origin of different people and the physical changes that result from environment. Anti-Defamation League - B'nai B'rith

3. The Rabbit Brothers - 35 frames. Based on the A.D.L. booklet of the same name. Shows how twin rabbits differ in their reactions to others who are different. Anti-Defamation League - B'nai B'rith

4. We are All Brothers - 35 frames - (self-explanatory) Anti-Defamation League - B'nai B'rith

5. George Washington Carver Story - 72 frames - (Life of the Famous Negro Scientist) - Anti-Defamation League - B'nai B'rith

Please Note: We are registered with the BOCES film library for next year. A catalogue of films and film strips which they have to offer will be forthcoming and available to each teacher. However, we have been informed that films and film strips on the above subjects are very limited. As of now, only the film, The Toymaker will be available through BOCES. Therefore, it will be necessary to secure the above films and film strips on a "rental" or "lending" basis unless the school budget will allow for the purchasing of one or a few of them.

ARTS AND CRAFTS

The following are recommendations from the Arts and Crafts committee (Easton, Haille, Raber)

A. Arts and Crafts Materials
   1. Mexican Pottery Clay - hardens without firing
   2. Marblex - A modelling clay that hardens without firing
   3. Ivory - carving and casting clay
   4 Wood - woodworking for boys and girls
   5. Leather - for use in projects in social studies, science and art
   6. Copper - for use in projects in the different subject areas

B. Equipment necessary for good arts and crafts and Art program.
   An art room in Old Tarrytown Road (very important)
   A large kiln
   A pottery wheel
   Permanent cases or racks to display and store art materials.

C. Materials to enhance the art program
   1. Art demonstrations on school time
   2. File of well known pictures - ex. Mona Lisa

D. Books for Curriculum Library or professional shelf of school library

Victor D'Amico - Creative Teaching in Art, Int. Textbook Co.
Scranton, Pa. 1953 $4.00

Mendelowitz - Children are Artists, Stanford Univ. Press

Miriam Lindstrom - Children's Art, Univ. of Calif. Press
Berkley and L.A. Calif. $1.50

McIlvain - Art for Primary Grades (through Davis Publications,
Printers Bldg., Worcester, Mass) 1962 (very good
new book) $7.50

Curriculum, N.Y.C. Art in Elementary Schools, 110 Livingston
Street, Brooklyn, New York $1.50

N.A.E.A. Art and Human Values, Ernest Ziegfeld, Editor
Third Yearbook, Kutztown, Pa. - 1953

Landis, Mildred M., Meaningful Art Education, Peoria, Ill.
Chas. A. Bennett Co., 1951

Margaret Erdt - Teaching Art in the Elementary School, N.Y.
Rinehart Publ. Co., 1954

Museum of Modern Art - Art and the Family

E. Appreciation

Books for children's library - OTR, Bailey -

Such as Golden Encyclopedia of Art - $12.50
Films, slides, filmstrips, dealing with techniques, appreciation, arts, crafts of various cultures
Prints suitable for display and circulation throughout schools

An art room at O.T.R. would make possible a greater variety of activities such as woodworking, sculpture, etc. which are not possible now.

More up to date literature in Teachers' rooms - (arts and crafts magazines.)

There are many new and interesting arts and crafts materials on the market which might prove beneficial and worthwhile such as: Ivory Carving and Casting Clay.

Other crafts such as leather work, woodworking, etc. could be introduced in some elementary classes.

RECOMMENDATIONS FOR PURCHASES - BOOKS

1. A list of suggested book titles to be added to the Elementary Curriculum Library has been submitted to Dr. Waxman. These have been purchased already.

2. In lieu of a list prepared by the book committee, we recommend that the following printed lists be purchased in a large enough quanity to be available to each teacher. These lists are well selected and carefully annotated and would be more useful than a list the committee could compile. Using these, the teachers would be able to choose the books which would be related to their classroom needs.

Books About Negro Life for Children by Augusta Baker
New York Public Library, 1961. 25¢

Books for Friendship. Anti-Defamation League of B'nai B'rith and American Friends Service Committee, 1962. 50¢ per copy, less 20% in quantity.

Book List Toward Integrated Education by Mrs. Sophie Rasner, specifically for this committee. See attached - to be reproduced in quantity by us.

BOOK LIST
(Toward Integrated Education)

Submitted by: Mrs. Sophie Rosner

This is a very small sampling of the many books that are available and that are directly or indirectly able to help answer the unsaid questions that are part of all human's existence, children and adults, and that distinguish man from all other forms of life: Who am I? Who are you? What is the world? What is and what ought to be my place in and my relation to the world?

With the above questions as my base, I have kept in mind the following questions to help guide me in selecting books for my class.

Is the story significant?

Does it add to or clarify old concepts or misconceptions?

Does it introduce new concepts or ideas? Does it do this clearly on the child's level?

Can the child identify with the story and pictures?

Is the book attractive?

Are the pictures real, fanciful, to be enjoyed over and over again?

Are the pictures illustrative of the story?

Is the print clear?

Is the language suitable to the story and for the children?

Is the language rich in imagry, poetical, provocative, humorous?

In information books - are they truly representative of the country and people? Are they historically correct? Does the author's bias come through and what is it? Are there stereotypes?

Can I use this book as a jumping-off place for discussion?

General:

WHEN WILL THE WORLD BE MINE? - THE STORY OF SNOWSHOE RABBIT
Miriam Schlein, Ill. Jean Charlot, William R. Scott, N. Y.

A mother rabbit helps her baby to understand his relation to his world of nature, and the world's relation to him. The language is sensitive and poetically descriptive.

THE LITTLE ISLAND, Golden MacDonald, Ill. Leonard Weisgard, Doubleday

A curious kitten finds out what an island is, how it changes throughout the seasons, his own and the island's relation to the world and their particular individuality.

PRETZEL

The courtship and marriage of two dachschunds, one brown, one gray. Some of their puppies are gray and some are brown. Raises the question of the puppies' relation to their parents.

More Specific

FUN FOR CHRIS, Blossom E. Randall, Ill. Eunice Young Smith,
Albert Whitman & Co., Chicago, 1956

Two boys, one negro, one white, meet, make friends, and play together. Some answers to the question of the difference in their complexion. Children can easily identify with the pictures in the book.

TOBE, Stella Gentry Sharpe, photos Charles Farrell. University of North Carolina press, 1939.

Matter of fact photographs of Negro children in the South and their everyday life. May be especially good for children who have recently moved from the South to the North, and can help children to understand the way their parents may have lived as children.

TWO IS A TEAM, Jarrold and Lorraine Beim, Ill. Ernest Crichlow,
Harcourt, Brace, 1945.

A Negro boy and a white boy play together after school and run into problems of getting along, problems familiar to all children, and how they resolve their problems. Easy for the children to identify with the pictures and text.

SWIMMING HOLE, Jarrold Beim

An interracial problem gets solved at the swimming hole.

BRIGHT APRIL, Maruerity De Angeli

A group of girls share camping experiences and learn to accept and be accepted by those of a different race.

THE FIRST BOOK OF NEGROES, Langston Hughes.

A factual history of the American Negro, his ancestry, life in the U.S., contributions, important leaders. Helps Negro children to gain a sense of their heritage and helps white children to develop respect for their fellow citizens. (THE FIRST BOOK OF .... Series has many titles about many people and lands that are especially appropriate for young children. They are quite accurate in their information and illustration; although they are geared to young children, they do not talk down. There are titles dealing with Canada, England, Hawaii, India, American Indians, Israel, Japan, Mexico, West Indi s.)

RONNIE'S WISH, Friendship Press.

A young Negro boy longs to go to the zoo. His experiences are very easy for all children to identify with, so are the pictures.

THE WORLD IN A CITY BLOCK, Natalie Hall, Viking Press.

A young boy visits the shops on his own street. At each shop he finds there are different people from all parts of the world living and working on the same street ... holding on to the memories of their homelands, yet living as members of this community.

MY DOG IS LOST, Ezra Jack Keats and Pat Cherr, Thomas Y. Crowell.

A Puerto Rican boy loses his dog, both understand only Spanish. The chase through New York involves children of various nationalities, and ethnic groups. Children can comfortably identify with this story and pictures.

ROSA-TOO-LITTLE, Sue Felt, Doubleday, 1950

A little Puerto girl in New York is fascinated by the public library and is very impatient for the day that she can write her own name and get her own library card. The close family ties of the Puerto Rican people comes through with warmth and sensitivity. All young children can identify with Rosita's feelings about being "too small" and her feelings of longing.

ROSITA - A LITTLE GIRL OF PUERTO RICA

The difference in Christmas customs, but the spirit is familiar to all.

ENTER IN

Pictures are especially good for children to find self identification. Many of the activities that children engage in in the city and country.

IN MY MOTHER'S HOUSE, Ann Nolan Clark, Viking, 1941.
Indian children living in a pueblo near Santa Fe may see the world a little differently than their white cousins, but the feeling for family, friends, nature is universal. The text closely approaches poetry and the language is rich in similes and word pictures.

ALL ABOUT US, Eva Knox Evans
The origins of mankind and easy to understand explanations of why we are both alike and different.

PEOPLE ARE IMPORTANT, Eva Knox Evans
The story of how people have developed different ways of living and why each of us is important.

International:
BABIES AROUND THE WORLD
CHILDREN OF NORTH AMERICA
CHILDREN AND THEIR PETS AROUND THE WORLD
CHILDREN AND THEIR HOMES AROUND THE WORLD
CHILDREN AND THEIR TOYS AROUND THE WORLD
CHILDREN OF AFRICA
CHILDREN'S GAMES FROM MANY LANDS
LITTLE SOUTH AMERICANS
JUAN AND JUANITA
NADY GOES TO MARKET
SURPRISE FOR ROBIN

All the above are published by the Friendship Press. Most of the titles are self-explanatory. The pictures are clear and bright and representative of the people and places they are depicting. Some of the text is too detailed for young children, but since the pictures are so suitable the text can be interpreted by the adult and the many details spread over a long period of time.

NINE DAYS TO CHRISTMAS, Marie Hall Ets and Aurora Labastida, Viking, 1960.
A little Mexican girl is old enough for her first Christmas party and her own pinata. Tenderly written text and bright regional pictures allow children from all over the world to feel with Ceci her joy and sorrow. Again the Christmas custom is different but the spirit of all people is easily grasped.

MANUELA'S BIRTHDAY
A little Mexican girl has a birthday. What her Mexican friends and her American friends do to make this a special occasion, her longing for a very special present, is all in the story. All children know exactly how Manuela feels.

IN MY MOTHER'S HOUSE, Ann Nolan Clark, Viking, 1941.
Indian children living in a pueblo near Santa Fe may see the world a little differently than their white cousins, but the feeling for family, friends, nature is universal. The text closely approaches poetry and the language is rich in similes and word pictures.

ALL ABOUT US, Eva Knox Evans
The origins of mankind and easy to understand explanations of why we are both alike and different.

PEOPLE ARE IMPORTANT, Eva Knox Evans
The story of how people have developed different ways of living and why each of us is important.

International:
BABIES AROUND THE WORLD
CHILDREN OF NORTH AMERICA
CHILDREN AND THEIR PETS AROUND THE WORLD
CHILDREN AND THEIR HOMES AROUND THE WORLD
CHILDREN AND THEIR TOYS AROUND THE WORLD
CHILDREN OF AFRICA
CHILDREN'S GAMES FROM MANY LANDS
LITTLE SOUTH AMERICANS
JUAN AND JUANITA
NADY GOES TO MARKET
SURPRISE FOR ROBIN

All the above are published by the Friendship Press. Most of the titles are self-explanatory. The pictures are clear and bright and representative of the people and places they are depicting. Some of the text is too detailed for young children, but since the pictures are so suitable the text can be interpreted by the adult and the many details spread over a long period of time.

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A little Mexican girl has a birthday. What her Mexican friends and her American friends do to make this a special occasion, her longing for a very special present, is all in the story. All children know exactly how Manuela feels.

CROW BOY, Taro Yashima, Viking, 1955
A shy sensitive lad, small in stature is shunned by his classmates. A new teacher in this Japanese Village school helps the children to understand the contribution the boy can make. Sensitive text and pictures.

CHILDREN OF THE NORTHLIGHTS, Ingri and Edgar D'Aulaire, Viking, 1935
Authentic account of the people and customs of Lapland.

THE LITTLE IGLOO, Lorraine and Jerrold Beim, Harcourt Brace, 1941
An Eskimo boy and his dog get lost in a snowfall. The boy's relation to his family, the dog's place in the family and the boy's identification with his father, are all ideas dealt with in this book.

SASHA AND THE SAMOVAR, Lorraine and Jerrold Beim, Harcourt, 1944
A small boy in the USSR during the period of the Second World War. His striving to make his contributions to his family as he sees the adults make their contributions to their country. His feelings of impotence because he is still so young can be shared by all children.

THE CHINESE KNEW, Tillie S. Pine and Joseph Levine, Ill. Jack Ezra Keats, Whittlesey, 1958
Tells how things were done in ancient China and how they are done today and how children can reproduce these activities in the classroom; block printing, pottery making, puppetry, etc. by the same authors -- THE INDIANS KNEW, THE PILGRIMS KNEW.

ANGELO THE NAUGHTY ONE, Helen Garrett, Viking, 1944
A funny story about a little Mexican boy who tried to avoid taking a bath before his sister's wedding. Angelo immediately engages the sympathy and loyalty of every child.

THE HUNDRED DRESSES, Eleanor Estes, Ill. Louis Slobodkin, Harcourt, 1944
Story of intolerance. Little girls tease a Polish girl because she has a strange name and only one dress which is washed every night and worn clean every day.

SUGGESTIONS from Materials Committee of N.Y.U. Study to be added to Elementary Curriculum Library --

Clark, Kenneth B.	Prejudice and your Child. Beacon, 1955	$2.50
DuBois, Rachel D.	Neighbors in Action. Harper, 1950	$3.00
Giles, H. Harry	The Integrated Classroom. Basic Books, 1959	
Everett, Samuel	Teaching World Affairs in American Schools: a case book. Harper,1956	$4.00
Ginsberg, Eli	The Negro Potential. Columbia, 1956	$3.00
Heaton, Margaret M.	Reading Ladders for Human Relations, Assoc. for Childhood Education, 1955	$1.75
Kenworthy,Leonard S.	Introducing Children to the World. Harper, 1956	$3.75
Lee, Irving J.	How Do You Talk About People. Anti-Defamation League, 1949 (paper)	$0.25
Lesser, Saal	From Principle to Practice. National Conference of Christians and Jews (pamphlet)	
Lomax, Alan	American Folk Songs and Folk Lore P.E.A. Service Center, 1942	
Trager, Helen G.	They Learn What They Live: Prejudice in Young Children. Harper, 1952	$4.50
Washburne, Carlton	The World's Good: Education for World-mindedness. Day, 1953	$4.50

FOLKWAYS RECORDS

FOLK SONGS FOR YOUNG FOLKS Animals - Allan Mills	7021 & 7022	(More Folk Songs)
Folk Songs for Camp	7030K	
Children's Songs and Games from the Southern Mountains - Jean Ritchie	7054	
Camp Songs - Pete Seeger & Erik Darling	7028	
*Songs to Grow On - School Days	7020	
Rhythms of the World - Narrated-Langston Hughes	7340	
*Music Time-Kdg.-1st-2nd-Charity Bailey	7307	GOOD
Adventures in Rhythm - Ella Jenkins	8273	

Call & Response - Rhythm Group Singing	7308	
Children's Songs - Johnny Richardson	7036	
The Downtown Story - The Dept. Store & Super Market	7070	
Follow the Sun - Charity Bailey from Science Books by the Schneiders	7406	GOOD
This is Rhythm	7652	
More Learning as We Play (Rhythm)	7658	
Dance-a-Long	7651	
Whoever Shall Have Some Peanuts -Sam Hurton	7530	
Learning as We Play-Games-Rhythms	7659	
Songs for Camp	7510	
Vamos A Cantar (upper grade?) Songs in Spanish	7747	
You Can Sing It Yourself -4th-5th-6th	7624	
Glory of Negro History- Langston Hughes	7752	
Songs to Grow On - Woody Guthrie	7501	
Children's Stories & Songs- Ed McCurdy	7771	
Friendship Around the World (older children) Exchange	5562	
Man's Early Musical Instruments	4525	GOOD
The House at Pooh Corner and Now We are Six (Wonderland)	1442	

Songs of the Holidays and other songs (Jewish) Gene Bluestein	FC7554
American Indian Dances	FD6510
West Indian Folk-songs for Children	7744

Music of the World's Peoples (Henry Cowell) Vol. 4 & 5	(4504 (4505 (4506 (4507 (4508
Exotic Dances	8752
Chinese Opera Songs and Music	8880
Mountain Songs & Yodeling of the Alps Fritz Liechti	8807
Traditional Folk Songs of Japan	CD4534
Folk Songs of the Philippines	8791
Folk Music of India	4409E
Folk Music of the U.S.S.R.	FE4535
Italian Tour	4520 C&D

Records Suggested for Purchase - May 7,1962 - Materials Committee
Unless otherwise noted, all are Folkways Records

FOLK SONGS

1.	Sleep Time	7525	Pete Seeger
2.	Songs & Play Time	7526	Pete Seeger
3.	Folk Songs for Young People	7532	Pete Seeger
4.	Sing Oh! The City Oh!	5258G	Songs about Pittsburgh -4thgrades
5.	British Traditional Ballads in the Southern Mountains	2301	
6.	Cisco Sings	2346B	Cisco Houston
7.	Maritime Folk Songs	4307	
8.	Songs of the West	5259	
9.	Songs of the Civil War	5717	Am. Heritage

10. The Cowboy -Songs, Ballads & Talk	5723	Harry Jackson
11. Steamboat Round the Bend	9774P	Songs & stories of the Mississippi
12. Fac'sle Songs & Shanteys	2429B	Paul Clayton
13. The Sit-In Story	5502	Older grades - lunchroom sit-ins
14. Amer. History in Ballad & Song (j.h. school soc. studies) Vol. 1-3	5801 records	
15. Get on Board	2028	Negro Folk Songs
16. Songs of the Amer. Negro Slaves	5252	
17. Negro Folk Music of Alabama	4474	
18. Negro Folk Music of Alabama	4417	
19. Music from the South - Song, Play & Dance	2654	

Library of Congress Records

Afro-Amer. Blues & Game Songs (highly recommended)	AAFS 24	Ed. by Alan Lomax

Riverside Records (Children's Records called Wonderland)

1. A Child's Introduction to Folk Music	RLP 1436	Ed McCurdy
2. Tales of Great Americans and American Indian Legends (good record)	RLP 1428	Singing Lady
3. Paul Bunyan & Other Folk Tales of America	RLP 1414	Will Rogers, jr
4. Little Sailors - Sea Songs for Children	RLP 1424	McCurdy, Oscar Brand, etal.
5. A Child's Introduction to Historical American Speeches (Patrick Henry - Lincoln's Gettysburgh Address and others)	1447	this looked good for upper grades

GREENBURGH SCHOOL DISTRICT 8

REPORT OF THE GROUPING COMMITTEE

I. Objectives

Grouping is an administrative organizational device which is used to sub-divide the total school population into manageable units which will permit effective teaching.

Grouping, per se, does not teach, but it establishes the boundaries or limitations within which teaching must be conducted. Consequently, the nature of the group can tend either (1) to encourage constructive or positive, and reduce negative, learning experiences, or (2) to impede the learning process and foster undesirable attitudes in and between children. Grouping, therefore, can operate to stimulate or obstruct the learning of children.

It is our aim to develop democratic class groups (that is, classes selected without any discrimination on account of race, religion, national origin, street address or neighborhood) that will positively assist in raising the total achievement of the children in District 8

Our class groups should:

A. Be of a numerical size and composition as will enable the competent, experienced teacher to meet as many of each child's needs as should be reasonably expected in a first class school system. This is necessarily related to the variety and types of needs represented in each group.

B. Enable all children to meet, work with, and understand other children of diverse backgrounds, and to emerge from this experience with positive attitudes concerning other races, religions and ethnic groups.

C. Provide an atmosphere in which every child is helped to develop to the fullest his own individual abilities and interests, as well as one in which the particular learning weaknesses of each child can be individually ministered to and strengthened by the teacher.

II. General Criteria

A. Each regular class group should accord appropriate recognition to the diverse racial composition of the comminities constituting the School District.

B. Personalities of child and teacher should be sufficiently compatible so that their relationship will not inhibit the child's learning and total development along positive lines.

C. Range of needs and class size whould be balanced in order to promote effective learning and teaching.

D. Each class should have, as far as it is practicable an equal number of boys and girls.

E. The particular needs of children at their ascending age levels should be considered in giving weight to the various other criteria for determining class composition.

III. Practical Application

A. Any dogmatic form of class selection dictated by homogeneity (even if such were possible when dealing with human beings) and resulting in groups excluding representatives of our diverse community would be inconsistent with our objectives and the philosophy of District 8.

B. Absolute, statistical heterogenity in grouping and the purposeful arrangement of children so as to make every class into an identical cross-section of the population of School District 8 without first determining that the resulting mixture of children is educable or manageable in the hands of an experienced teacher is not consistent with our objective of meeting the needs of each individual child and seriously threatens deserving children of every variety with the deprivation of important educational opportunities, particularly in the upper grades where the complete range in reading may be as wide as 9 years as measured by standardized achievement tests. (Unless class size was reduced to 18-20 children, or less.)

C. The diversity of individual needs is not viewed as limited to academic ones. Psychological and social needs and backgrounds influence the learning climate of a class.

D. Special classes, organized for specific purposes, need not be formed according to the same criteria as the regular class groups. (For example, Phys. Ed. - each gym class comprises children of only one sex.)

IV. Specific Findings

A. Elementary classes are now being made up by two different methods, resulting in three types of class groups:

Narrow Range - Grades 3 and 4
Wide Range - Grades 5 and 6
Slightly narrowed range - Grades 1 and 2
Narrow Range - Grades 7 up

B. There is a tremendous amount of mobility from one group to another, as children move through the grades. By Fourth Grade only a few children are in classes with classmates from Grade One. By Sixth Grade, practically no groups of children remain intact.

C. Achievement and Intelligence Tests are unsatisfactory as sole means for determining class placement:

1. No method of compensating for the cultural bias on the IQ test has been found.

2. Achievement Tests measure only a small portion of the varieties of learning for which elementary schools strive.

3. New measurement devices and methods are sorely needed before a complete picture of an individual's academic potential and/or functioning ability can be determined.

D. At present, according to the findings of the New York University study, classes are approximately representative of the racial population of the community. However, sub-groups within classes when based upon ability, are not representative, although such sub-grouping is frequently necessary for effective instruction.

V. Recommendations

Grouping children in terms of our philosophy is not a simple problem. Our objectives for children cover the entire development of the individual personality, mind, and body. Depending upon one's philosophy of education, a different amount of emphasis is placed on the various responsibilities of the school.

The Grouping Committee recognized that the school is responsible for the intellectual development of the children it serves. It also recognizes the role of social and psychological development, both toward the total growth of each individual and as influences upon his intellectual development.

Three types of recommendations are included in this report. Each has been discussed by the committee, and has received support from some of the members. No single recommendation is being made.

The financial implications of each plan have not been fully explored. In general, however, it would be hoped that should we embark upon the research involved requisite financial aid could be sought through governmental or foundation sources.

A. We recommend that the study of mobility begun by Dr. Waxman should be continued and reported in full as soon as possible; and that the results be studied for implications relating to grouping.

It may be that some of the tension, insecurity, and negative attitudes which have been observed may be resulting from the continuing annual "shakeup" of classes. Perhaps better inter-racial attitudes would grow out of more longstanding friendships in school, which might better compensate for residential segregation in the community. It is important that these and other questions be asked, and answers sought without delay.

B. We recommend very strongly that we reorganize the several, comflicting systems of grouping which were discovered to have evolved on an ad hoc basis out of the various grade levels in order to have one coordinated, philosophically consistent plan in operation from Kindergarten through Sixth Grade. We further feel that this plan should make the transition from elementary classes into the Junior High program as smooth as possible, and that the specific details of the plan in each school building should provide for the needs of the age group which it serves.

C. Because academic, social and psychological range of needs, and class size are so closely related, the following plans are submitted together, somewhat as alternatives. Each plan has received substantial support throughout the membership of the committee, although none is intended to constitute the unanimous, exclusive or mandatory solution to the problems which are of grave concern to us as teachers.

1. Reduce class size:

   If we believe that the only class composition that will fulfill the objectives of District 8 is that in which there is a complete range of abilities, then it is imperative that we either reduce class size to 18-20 children, or else we must reduce our expectations of the amount and quality of learning which can be afforded to each child, despite the utmost exertions of a dedicated teaching staff.

2. Planned Heterogeneity:

   If the number of individual differences cannot be reduced to a teachable span by limiting the number of children to classes of 18-20, then an educable group should be created by selecting individuals whose needs are sufficiently similar to yield classes in which teachers will find it possible to fulfill their professional obligation, namely, taaching rather than mere custodial supervision of children.

   (a) This may be done as a general policy of making up classes in such a way that no single class contains children of both extremes of functioning ability.

   (b) This may also be accomplished by gradually narrowing the range of functioning ability as groups move from Kindergarten to Sixth

Grade, maintaining a wide range at the lower grades, slightly narrowed at the middle levels, and reaching a point in which the extremes are in different classes by grade six. This plan is both consistent and provides a smooth transition to Junior High.

3. Reduce Teacher-Child Ratio through Reinforcement with skills and enrichment specialists:

If the class size is to remain at 20-25 children, and the functioning range is to be wide, then a flexible plan in which the children are divided between classroom teacher and specialists for part of the day might bv used to reduce the number and range of individual differences in the class at a given time. It was felt that this might be of use in Grades 1-4, whree the possible range is narrower.

This plan implies a vastly increased number and variety of remedial and creative specialists. It also demands that scheduling be arranged in such a way that the classroom teacher may divide her class for special teaching to minister to specific needs, and that no child be denied such specialists as art and music, due to those special needs.

To insure the success of any such plan, it is essential that regular provision be made to insure attendance of substitutes whenever the scheduled specialists are absent. It should also be kept in mind that such special services have to be carefully designed to assist and augment the classroom teaching program. Consequently, they must be scheduled in consultation with the class teacher and only in auch a manner as will reinforce rather than interrupt, impede or detract from the work of the classroom teacher.

D. Project Able Study Groups.

The members of the Grouping Committee discussed this plan as an ideal. We realize that it would involve additional expense, as well as an imaginative, forcefully led, planning effort, if such a bold step forward were taken. It is presented here for consideration as the one plan which can organize a direct attack on the problems of District 8 which, if successful, can establish the foundations for the type of integrated schools we really want. We feel that mere adjustment, resignation or "learning to live with" the problems of District 8 represents an inadequate response, solving little while evading the fundamental responsibility of attacking and removing their basic causes, without which the continued progress of our local school system may be severely limited.

Rationale:

1. We are committed to a philosophy which demands the best education for each individual child.

2. The "best education" is not necessarily an identical one for each, different child.

3. Underprivileged children have educational needs caused by their cultural, social and psychological impoverishment, all of which could be met to a far greater degree than they are by the schools.

4. These needs, left untouched, operate against success in school.

5. That these needs, when met, will help children become available to learn, and lead to success in regular school classes, stimulating justifiable pride in individual accomplishment and enhancing self-concepts.

6. That the attitudes of all children toward those of other races and religions would be improved if they met in school under more nearly equal bases of general academic competence, without any culturally deprived minority members unwittingly making themselves into the butt of the group by their conspicuous (though perfectly understandable and excusable) difficulties in utilizing the basic learning skills.

7. That the resulting more positive attitudes would make a better school experience for all children.

Proposal:

1. That beginning in Kindergarten, those children who are "culturally deprived" be identified and that they be grouped for half the school day in classes with the following objectives:
    - (a) To provide both language and world experiences upon which to build an elementary education.
    - (b) To build a background of success in school.
    - (c) To build self-respect.
2. That the half-day study groups be continued for as long as we have children who need them.
3. That these groups be saturated with specialized personnel, such as psychologists, social workers, remedial teaching so that there will be two specialists with them at all times.
4. That transfer to regular classes for the entire day be made as soon and as gradually as is needed to insure success, either at the beginning of the school year or at any time during the year.
5. That a close working relationship be maintained between the specialist team, the regular classroom teacher, and the parents, including the Parent Workshops.
6. That this program be carefully planned, thoughtfully presented to the community, kept in operation for 3 years and then systematically evaluated.

****

The chairman of the Grouping Committee feels that a plan for grouping has no justification unless it facilitates learning. Some of the children have exhibited obvious learning gaps which seriously block their progress. This, in turn, damaged their self-respect. We owe them not merely literacy, but a perception and enjoyment for themselves and others of that sense of dignity and worthiness, unblemished by arrogance or vanity, inherent in each of mankind and so essential to the emotional health, inner security and productivity of each individual, which should be the birthright of every citizen of a democratic society and every graduate of its system of universal, compulsory, free public education. Such, at least, is the Chairman's personal credo.

Respectfully submitted,

The Committee on Grouping

Rhona Bank
Natalie Berson
Rea Clark, Chairman
Johnnye English
Helen Luddy

Ruth Norden
Joan Rosenburg
Grace Schmidt
Ann Towey
Florence Vucker
Elise Wolff

Community and the School Committee - (1)

Members: Mary Perry
Blanche Tillson
Ed Shindelman
Marilyn Cohen
Inge Nauert
Al Jackson
Ken Haskins
Belle Kurland
Bob Bernstein

- Objectives to be accomplished:

  A. To investigate the degree and mode of school-community involvement.

  B. To identify (generally speaking) those parents who are involved and those who are not.

  C. To state specific ways in which parents could be more involved in school activities on three levels:

     1. The parent-teacher level
     2. The parent-classroom level
     3. The community -school-wide level

  D. To examine the present communication system that exists between the school and community (publicity, etc.)

  E. To examine ways in which the school can cooperate with social and community agencies

II. Criteria

A. Any involvement of a parent in the educational process of his child will enhance his achievement.

B. This involvement in the individual child would, eventually, lead to a more positive attitude toward school. Therefore, the child would have a more positive attitude.

C. Pre-school experiences, naturally, start a child on the right road. This would also lead to more positive involvement of parents.

D. Other agencies, because of their diversified interests, could aid in the general education of children. The economic reason, alone, for involving these agencies is significant.

III. Specific committee findings and beliefs:

A. In the area of parent-teacher involvement:

1. Almost every teacher sees the parents of most of the children in the classroom at least once a year

2. Perhaps teachers need more help in methods of handling parent conferences than is at present given

3. Specific recommendations shuuld be made concerning follow up on child's absences by the teacher and teacher advice on remedial work for the child's weak areas academically.

In the area of parent-classroom involvement:

1. An effort should be made to involve parents of al many different children in the class as possible in various classroom activities

C. In the area of parent community-school involvement:

1. The P.T.A. is seeking "A more sympathetic and understanding attitude from the school administration." It is the hope of the P.T.A. that better coordination and more cooperation develop between the P.T.A. and District #8
2. The P.T.A. through re-organization, has tried to reach more apretns from various areas of the district.
3. The P.T.A. has taken definite steps in improving the involvement of parents with such activities as Saturday story time and the teen-age canteen.
4. There has been somepreliminary work done in planning for a day-care center.
5. There is a specific group of parents in our district who are less involved in their child's school activities and P.T.A. activities. The largest number of parents in this group seem to be of low-economic status, most members being Negro.
6. There is a need for an adult-education program
7. Because of lack of publicity, inadequate use has been made of community resources in the classroom
8. Many school-sponsored events have not been adequately publicized to the community.
9. Teacher-support of P.T.A. activities has been lacking in some cases.
10. Many students suffer from the lack of adequate places for study because crowded conditions exist at home.

IV. Specific recommendations of the Committee:

A. In the area of parent-teacher involvement:
  1. A seminar in parent-teacher conference procedures should be set up.
  2. Whenever desirable teachers should continue to contact a home during a child's absence whatever the school's fdlow up methods are
  3. Parents should be given specific aids and advice that they may use at home with a child to strengthen weak areas.
  4. Follow - up reportr to parents on a child's progress subsequent to conferences. PErhaps hectographed form sheets could be used.
  5. Teachers should try to make themselves more available, whereverpossible to working parents through morning conferences, etc.
  6. A summer program for elementary school children and high school students should be organized.

B. In the area of parent-classroom involvement:
  1. Class mothers should be rotated and parents who come to class parties and trips etc. should be rotated.
  2. On the days tha children visit their next year's school the parents could perhaps be invited to come along to tour the school and meet the principal
  3. Parents should be approached early in the year with invitations to contribute their special talents and resources to the classroom program for the year.

C. In the area of parent-community-school involvement:
  1. Support should be given to the P.T.A.s efforts to involve as many parents as possible
  2. The committee strongly urges the board to re-adopt the adult-education program

3. The community is in need of a library and/or bookmobile.
4. The committee urges close cooperation with the Greenburgh recreation commission in publicizing their planned events
5. The committee urges continuation and support of Saturday Story time and the teen-age canteen.
6. There should be a child-care center for children of working parents.
7. Possibly a late bus could be arranged for childre who need to study at school because of crowded conditions at home
8. Possibly, a roving "Education Mobile" equipped with reference books, etc., and perhaps one teacher or more could be utilized where needed
9. Conceivably, a neighborhood study hall and/or school under supervision could be set up.
10. Parents should be encouraged to contribute their talents and skills to the P.T.A. resource files
11. A committee should be established for publicity purposes. This committee could be composed of members from each school and its function could be to disseminate information about school and P.T.A. activities.

D. The committee also felt that high school personnel should have been members of the study.